

The ATA MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 26

NO. 4

Startling Thoughts For the New Year

"A few thoughtful persons have never been able to preserve for long the illusion that traditional procedures are adequate in what has always been a changing world."

"Teaching is not a lost art, but the regard for it is a lost tradition."

"Pioneering young Canadians must have found that the inertia of their entrenched elders had drained Canadian life of color, zest, adventure and the stimulation which comes from free-ranging experimentation in ideas, in material enterprises, and in the arts."

—*Scholarship for Canada*,
by JOHN BARTLET BREBNER.



JANUARY, 1946

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A
New
Year's
Message



From
Our
Minister

Hon. R. Earl Ansley,
Minister of Education

WE can look back on events of the past year with no small measure of satisfaction, for which we have good reason to be truly thankful. This annal of history will record a very decisive defeat over the two most powerful and most ruthless military forces of aggression yet known to mankind. And, in the midst of the turmoil, the Alberta teaching profession, and education in general, had their status improved, at least to a degree.

However, the burning question is, "Will 1946 be a year of action?" As far as education is concerned, we know that the lot of the teacher and educational facilities for the boys and girls of this Province are far from being satisfactory. Some real action is long overdue, and, thank goodness, this fact is now being generally recognized and admitted. With the war over, and other things being equal, one would think there is nothing to stop us from getting on with the job, and, furthermore, bluntly refusing to accept but half measures or mere makeshifts.

Dare we be so optimistic? The average person is just beginning to visualize the stark realities of the post-war years already appearing on the horizon in this and other countries. The lot of the returning heroes from the war front is not meeting expectations. There is every indication that Labor is far from being satisfied. The farmer fears a drop in the price of his produce, some of which he has already experienced. Consumers are feeling the pinch from enhanced prices of processed and manufactured goods and the increased scales of taxation. Business men are beginning to view the situation with

some caution. Governments are resorting to totalitarian measures for what are hoped to be peace years.

There will be need for real action in 1946, and right action, requiring some straight thinking and steady minds on the part of our people. Obviously, the solution to the problem of education and the welfare of the teacher will be found only in that which provides a common solution to the many other problems and the welfare of other groups of individuals as individuals. We cannot expect to attain ideal conditions for one group or class at the expense of others in a somewhat similar plight. Up to a point others might be persuaded to better share their present incomes with a desire to provide more adequate compensation for a service well rendered, but it will be seen that this has its limitations, and past experience proves it offers no satisfactory or permanent solution.

Despite the prevalence of adverse trends, there is ample reason to expect a more healthy turn of events in the not too distant future through co-ordinated action on the part of all those so vitally concerned. Adequate physical means are at our disposal to provide desired educational services, along with prosperity and freedom for all, as financial restrictions or other unnecessary barriers are removed.

From personal observations made by myself and other officials of the Department during the past year, we want to express our appreciation to the teaching profession of this Province for a job well done. Come what may, we can look forward with confidence to further progress in the interests of education during 1946, and we hereby wish each and every teacher continued success in his or her personal sphere—one of ever-increasing importance.

News from - - -

The University Department of Extension

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2. Extension Library Open Shelf Catalogue
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subscription \$1.00

Dates Announced

Banff School of Fine Arts—July 17 - August 24, 1946.

The A.T.A. Magazine

Official Organ of *The Alberta Teachers' Association*

MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton

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EDITORIAL

1-9-4-6

AS 1946 is ushered in, one's thoughts inevitably channel into planning and prospecting for the year that lies ahead. The years immediately preceding leave few to regret their passing; they were packed with cataclysmic happenings and soul-racking events; so much was accomplished and yet so many fond anticipations unrealized; they were so jammed by bitter frustrations as almost to make one cynical with respect to the God-given aspirations of mankind to advance to a higher plane of morality and brotherhood.

Yes, in the military sense at least, a new year of peace has been entered upon, and, pray God, the era of death and destruction may never return, and desolation, plague and famine be well on the way out. However, this is no time for complacency; the world of the spirit is benumbed and torpid, soaked in greed and ambition to succeed at the other fellow's or nation's expense, in racial antagonisms and aversions, in provincialisms and narrow nationalisms. The atomic age makes its bow to the world, and whether the splitting of the atom portends a curse of super-destructiveness or of service as a handmaiden of humanity in providing us all with more comforts, leisure, goods and enjoyments—another Golgotha or Sinai heights—will most certainly be determined by whether or not swords will be beaten into ploughshares.

AS we survey the Canadian educational scene, the prospect is somewhat confusing: here, outlines bold; there, obscure, indistinct and smudgy. One bad spot, the worst feature of all, is the decline in numbers and quality of the teaching personnel, and the uncomfortable number of schools closed or endeavouring to operate on part steam, to which there seems no promise of an immediate significant change for the better, if any at all. The past few years have demonstrated that tendency so prevalent amongst public bodies, to "fiddle while Rome burns." School Boards, in part, have "passed the buck" to their taxpayer (the taxpayers won't—in fact, can't—stand for higher school taxes), and the other part to the Provincial Government. Several Provincial Governments have tended to adopt a similar policy. Say they, in effect: "The public complain against the present tax imposts, so will you please tell us just where the money is to come from: If only we could get the Dominion Government to disgorge to the provinces from its rapacious and capacious maw, we would do so much more in support of social services; or, if only a reformed financial system were possible, we would encounter no further obstacles to adequately supporting the schools—buildings, well-paid teachers, adequate pensions for teachers."

WE have no desire to paint a picture coated with murky cynicism, because undoubtedly during the past five or six years thoughtful citizens from all walks of life, in many of the provinces of Canada, in many of the United States, and throughout most the British Commonwealth of Nations, particularly in Great Britain, have met the situation squarely. From Viceroy Sir Richard Wavell down to the lowliest minister of the gospel, things have been seen in right perspective; radio broadcasters, writers of articles in leading magazines, editorials in newspapers great and small, have done much to direct attention to the needs and demands of education, endeavouring to convince the general public that during these times of crisis and rapid change statesmen and public, as one, must be ready to act, *now that the great opportunity presents itself for action*, rather than just talk about doing it "sometime or other." Never since the dawn of history has there been so glorious an opportunity to transmit words into action in handing out a new deal for the sons and daughters, the brothers and sisters, the future descendants of the heroes who either risked all or sacrificed all, to make a better world to live in,

IF immediate, progressive steps are not taken in this regard during this time when surplus money for liquor, amusements, and a host of other non-essentials could and should be diverted into more worthwhile channels, then cynicism will justly be in order. Otherwise, there is no alternative than to conclude that the ethical and sagacious thinking and writings of those striving for better things have been sown largely in infertile minds, where the soil was too shallow to bring forth fruit.

Says Rebelais:

"The devil was sick—the Devil a monk would be;

The devil was well—the Devil a monk was he."

We cannot think Rebelais' philosophy applies in general to the common man. On the contrary we know that there exist leaders imbued with a determination to overcome obstacles in the path of reform and adequacy in the all-important matter of education and the training of the young of today and tomorrow—leaders inspired with the belief that: "There is a power in Education. To fail to utilize this power for creative food is the greatest folly an individual, a community, a state or a nation can commit."

It would be little other than stupidity to deny that civilization—the world as a whole—is sick; it has not yet advanced very far on the road of recovery from the wounds of the past years of death, fear of death, agony and anguish, catastrophic happenings. Nevertheless, while the memory is still green of heroic sacrifice and unprecedented valor, manifested by whole nations as well as individuals, men and women in Alberta, in Canada, everywhere throughout the civilized world—the common people—look for better things and seek more and more good leaders to direct and advise them in scaling heights to open up wider horizons.

It is fitting and appropriate, therefore, that the Armistice Day prayer be offered up this New Year's Eve:

"In remembrance of those who made the great sacrifice, O God, make us better men and women, and give us peace in our time."

"May mankind become freed from the exuberance of verbosity, and resolve to substitute deeds for words."

THE TEXTBOOK SITUATION

RESOLUTIONS from time to time spring up from all sources condemning the Department of Education for constant changes in textbooks. We just wonder how many people who are vocal in this regard really have any knowledge or statistical data as to just how many or how often the approved textbooks are changed in Alberta. A resolution was passed by the last Convention of the Alberta School Trustees' Association asking the Department, in effect, to avoid changes in textbooks, etc. This resolution produced a reaction from the Department of Education, which is embodied in the following communication from the Chief Superintendent of Schools to the Alberta School Trustees' Association:

"An analysis of the dates of authorization of texts was made by the Curriculum Branch and School-Book Branch of the Department. This information was asked for so that we might have some knowledge with respect to the truth or falsity of the allegation that books are being constantly and unduly changed.

"The analysis covers only books of which pupils are expected to have personal copies. It does not include recommended library or reference books. It includes, however, the full list of books in a subject in which there are optional texts.

"The analysis in full is available, but in summary it shows that of books now in use and authorized the original authorizations were made as follows:

Year	Books	Year	Books
1923 - 29	8	1940	6
1930 - 34	15	1941	7
1935	3	1942	2
1936	6	1943	6
1937	34	1944	10
1938	25	1945	2
1939	26		

"The median year of authorization of the present texts is 1938, or seven years ago. This is not the same as saying that the average life of a text is seven years, since all these are still authorized and some will have many years yet to run. It is estimated that 10 to 12 years is more nearly the average life.

"These figures appear to reveal that books are not being changed too frequently. It is reported that a considerable number of changes have been due to books going out of print, the publishers replacing what they had with some more modern text."

We are inclined to wonder, in view of the Departmental analysis of the situation, if the textbooks change often enough. After all, it surely must be admitted that as the world changes the curriculum must change in keeping therewith, and as far as we are aware no system has yet been devised whereby when the courses of studies change the same old textbooks can continue in use for ever and ever. Perhaps that is what some would like. No doubt it is convenient for students leaving high school to sell their books to their successors in the previous year's grade; or for Billy to be able to pass on his books to Johnny, when Johnny reaches the grades from which Billy has graduated; but after all is said and done, any change in a course of studies should have the fundamental idea under consideration that the new course should be more modern and more in keeping with developments in changing life and thought. The Department is to be commended for its forthright and convincing statement on this matter.

ALLOWANCE ON PENSION RAISED FOR ALBERTA TEACHERS

AS we go to press, the welcome information comes to hand that the Lieutenant Governor in Council has recently approved the amendment to By-law No. 3, passed by the Board of Administrators of the Teachers' Retirement Fund on September 10 last, which provided *"that from and after January 1, 1946, the monthly pension allowance shall be raised from \$30.00 to \$35.00 per month."*

Members of the A.T.A. doubtless will remember that under The Teachers' Retirement Fund Act the Board of Administrators is granted power to make By-laws or regulations, but these By-laws or regulations have the same force and effect as if part of The Teachers' Retirement Fund Act itself; provided, however, that such By-laws or regulations shall have no force and effect unless and until approved by the Lieutenant Governor in Council.

Presumably, therefore, at the next meeting of the Board of Admin-

Let's Get Acquainted

By Sheila C. MacKay

Health Education Division, Department of Public Health

THE time has come, as quoth the Walrus in "Alice-in-wonderland," to talk of many things . . . but first let me tell you why I am here. I am here to place a cobblestone, or—to be less quaint about it—to take the first step along a new avenue of communications which is about to open up between the teachers of Alberta and the Health Education Division of the Department of Public Health. In other words, I am here to introduce a series of discussions on health topics which will be appearing at intervals from now on in your magazine. These will deal primarily with subjects which you wish to have discussed; and to enable us to make them of practical value to you, we are very anxious to hear about your particular *bête noires* in the Health field. So please don't be shy about writing in to us about them. Even if we can't solve *all* of your difficulties, we can help with some of them.

This new feature has arisen out of the fact that we have been feeling for some time that a closer collaboration between you, as educators, and ourselves, as health educators, is a very real and mutual need. We need you because, next to the home, the school is the most logical centre for the development of Health Education. On the other hand, we can perhaps be of service to you because health is our business—and it is our business to know not only something of its ingredients, but also something

of the aids for teaching it. It is Big Business, this task of Health Education, Vast and Vital Business—for the happiness, the success, and even the lives of the future citizens of Alberta are largely dependent upon it. We feel that it merits all the combined effort that we can put into it, and we know that you are similarly alive to its importance.

And by the way, did you know that we have available in our office pamphlets on all subjects pertaining to health, and that they are sent out free of charge on request? We also have a library of some fifty moving-picture films for use on both sound and silent projectors. These are given out on loan to responsible school and community groups who are in possession of a projection machine, and we shall be glad to send out film lists or make recommendations to anyone requesting them.

In conclusion, may I re-emphasize that it is not our hearts' desire to find ourselves stumbling along this "avenue" in lonely solitude. We want traffic—traffic going both ways. We want your questions, your suggestions, your criticisms. We want to know what's bothering you. Your problems in health matters are our problems, and we want to work with you in solving them.

Woodchucks, when old enough to leave their mothers, set themselves up in new or vacant burrows, and as a general rule live alone.

istrators, instruction will be given to the office of the Board to raise the pension payment in accordance with the above-mentioned amended By-law, such raise to be embodied in the check due to pensioners at the end of this month (January).

THE ALBERTA TEACHERS' ASSOCIATION

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Alberta Teachers' Association,
Imperial Bank Building,
Edmonton, Alberta

President's Column =====

WHEN the General Secretary visited the Conventions this fall, he intimated to many of the teachers he met that the time for his retirement from active work in the A.T.A. was not far off. The members of the Provincial Executive have been aware for some time that Mr. Barnett was seriously considering retirement. When the Executive met in Edmonton on December 15th and 16th last, Mr. Barnett formally tendered his resignation as General Secretary-Treasurer of the Alberta Teachers' Association, to take effect as soon as the Executive deemed possible. The news of his retirement has already appeared in the press, and will have been received by teachers throughout the Province with the same feelings of regret that were expressed by members of the Executive when Mr. Barnett announced his decision at the meeting.

The Executive accepted the resignation of the General Secretary with profound regrets. He was urged to continue in office until August 31, 1946, and this he consented to do. This date, then, will mark the end of Mr. Barnett's active career in the work of the Association. After that time, according to the decision of the Executive, he will become Honorary General Secretary of the A.T.A. Thus, while he leaves the active service of the organization, he does not entirely sever his connections with the teachers for whom he has labored so long and so faithfully. We all sincerely hope that Mr. Barnett may still enjoy many happy associations with the friends he has made in the profession.

It is difficult to imagine the office without Mr. Barnett there, or the A.G.M. without his presence. He has become as much a part of the A.T.A.

as it is possible for anyone to become. No one will dispute the fact that he, above all others, has helped to make our Association the best teachers' organization in Canada. Even those who have at times differed with Mr. Barnett on matters of policy in the Association will readily admit that he has given strong and wise leadership to the growth of the organization. The high place which the A.T.A. occupies in the Province and in the Dominion, and the vigorous way in which the Association carries on its work, is a splendid tribute to our General Secretary and his work. Those of us who have been fortunate enough to have been associated with him as members of the Provincial Executive count this a real privilege, and we understand, perhaps better than anyone else, how great will be the loss to the Association.

Mr. Barnett's concern for the welfare of all of the members of the Association has been more than a mere official interest. A great many of us can count him as a close personal friend, and we will miss him a great deal when he leaves. While all the members of the Executive expressed regret that Mr. Barnett was retiring, it was recognized that this feeling sprang, partly at least, from a selfish point of view—that of the loss to the Association. Although he has chosen to give up active work, Mr. Barnett enjoys the best of health, and can look forward to many years in which he can do the things he has not had time to do before, and we are pleased that it should be so.

In making this announcement of the impending retirement of the General Secretary, it is my privilege to extend to Mr. and Mrs. Barnett, on

behalf of the whole membership, our very best wishes for the future, and to sincerely thank them for the years of struggle and sacrifice which they have both given to the cause of education in this Province.

May I also extend to all of you my best wishes for a Very Happy New Year.

H. C. MELSNESSE.

Date Pension Payments Begin

Following is one of the By-laws enacted under "The Teachers' Retirement Fund Act."

"5. (1) Pension payments shall begin at the end of the month following the month during which application for pension is approved by the Board: provided, however, the Board may direct that the pension payments commence at an earlier date, but not earlier than three months before *approval* of the application."

It is true the Board of Administrators "may direct that the pension payments commence at an earlier date." However, the legal adviser to the Board of Administrators has advised that the proviso with respect to making the pension payments commence at an earlier date than the month following the month during which application is *approved* by the Board should not be taken as giving the Board power to make a pension payment retroactive to any month previous to that in which application for pension has been made.

The retroactive feature simply governs in cases where the approval

of the Board may be delayed owing to time being exhausted in checking on the teacher's age, length of service and date of leaving the service; also possibly by reason of its being held over awaiting meetings of the Board, or because of the inability of the Board, owing to pressure of business, to deal with an application at a meeting immediately subsequent to the date of receipt of the application for pension.

Therefore, teachers who consider themselves eligible for pension, immediately upon reaching the age of sixty-five and quitting the work of teaching, must make application forthwith to the Board of Administrators.

"Who the deuce do you think you are?"

"I'm just a little dandruff trying to get ahead."

A girl who prides herself on her knowledge of military rank tells us that a red corpuscle is the next grade above private in the Russian Army.

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CATALOGUE ON REQUEST

Teachers' TAKE-HOME PAY

(B—Battle-axe)

Mary was heard to say: "I am not going to sit at a desk typing letters all day for 76 measly smackers a month."

Her sister Jane retorted: "I am not going to bury myself in the sticks and teach 30 kids of all grades for 70 measly smackers a month."

If we weigh those two crude expressions carefully, we find that Jane's retort has so much more cogency and unanswerableness than Mary's remark, that they are hardly comparable at all. Mary's is a rather empty-headed peevish squawk; Jane's is the simple expression of a truth with which the Department of Education has at last been forced to grapple.

Jane's paper salary is \$1000 per year, but she is not fooled. She actually gets what is left after Income Tax and other dues have been deducted—about 70 "measly smackers" a month, and that is not enough to hold her in teaching, nor to induce her younger sister or brother into it. In short, her take-home pay is not enough. In truth, her take-home pay is less than it ever has been, at the same time that other Canadians have more money than they ever had before.

If it be true, then, that the decline in numbers and quality of teaching personnel is the worst aspect of the crisis in education, and that this is related in the clearest possible way to "Take-Home Pay," then we ought to focus attention upon the thing which more than anything else balks all our efforts to improve her take-home pay.

Inquiry at the Income Tax Office today gave us the following figures as of January 1946:

Salary, \$1000; deductions for dependents, medical expenses, donation, etc., nil; Income Tax, \$89.28; Residue, \$910.72.

Salary, \$1200; deductions for dependents, medical expenses, donations, etc., nil; Income Tax, \$146.88; Residue, \$1053.12.

Salary, \$1400; deductions for dependents, medical expenses, donations, etc., nil; Income Tax, \$208.82; Residue, \$1191.68.

Let us suppose that out of the organized outcry of trustees, administrators and teachers, a round million dollars of new money is poured into the teaching salary account, and is distributed as follows:

To each of 3000 teachers, salary increase from \$1000 to \$1200; total \$600,000.

To each of 2000 teachers, salary increase from \$1200 to \$1400; total \$400,000.

In such an unlikely event, the net gain to each teacher of the first group would be \$1053 minus \$910.72 or \$142.40; the Dominion Finance Minister getting the rest. The net gain to each teacher of the second group would be \$1191.68 minus \$1053.12 or \$138.56; the Dominion Finance Minister getting the rest.

The overall distribution of the One Million Dollar Fund which we have wildly supposed to be provided for educational rehabilitation is then as follows:

To the teachers, \$704,320; 70.4 per cent.

To the Dominion Finance Minister, \$295,680; 29.6 per cent.

The time is long past when anybody is fooled into thinking that the teachers pay this money as part of the burden of the war. They don't, because they are not teaching any more. Adults of a sort are doing something in the classroom the teachers used to fill; but one would be reluctant to call them teachers or their performance teaching.

In the meantime the trustees make serious efforts to redress the situation by raising salaries. BUT IN ORDER TO DO SO, THEY HAVE FIRST TO PAY A RAKE-OFF OF NEARLY 30 PER CENT TO MR. ILSLEY. No use protesting that the teachers pay this. They don't. They never see it. As we said a moment ago they are no longer teaching. THE TRUSTEES OF THIS COUNTRY ARE PAYING THAT OUTRAGEOUS IMPOST TO MR. ILSLEY in order that they may distribute the other 70 per cent as salary in a desperate attempt to get

better teachers—or, indeed, to get teachers at all.

What we have so far said is not altogether in the field of supposition, be it well noted. The trustees have raised salaries on the scale of \$200 per teacher during the war years; and the Dominion Finance Minister has scalped off well over 30 per cent of this before the teachers so much as saw it. The trustees have paid Mr. ILSLEY a 30 per cent rake-off before they could begin to raise their offer to the teachers. It has been going on for years; and it has brought the educational structure of the provinces near to ruin.

The beautiful irony of it all is that, if he were asked "What about Federal Aid for Education?" Mr. ILSLEY would raise pious eyes in horror and say: "Oh no! Hands off Education as far as Ottawa is concerned."

No wonder one irate philosopher exclaimed the other day: "I wonder if the Hamfisted Old Bum has any idea what he's done to education already."

Re 1945 Canada Year Book

The 1945 CANADA YEAR BOOK is now available for distribution. Copies of this publication may be obtained from the King's Printer, Ottawa, at the price of \$2.00 a copy.

By a special concession, teachers, university students and ministers of religion may obtain paper-bound copies at \$1.00 each, but the number that has been set aside for this purpose is restricted and early application for copies by those entitled to purchase them is desirable. Applications for these paper-bound copies should be addressed to: The Dominion Statistician, Dominion Bureau of Statistics, Ottawa.

Re Election of Provincial Executive

Special Notice to Teachers

An alphabetical list of the members of the Alberta Teachers' Association as registered on January 31, 1946, will appear in the February issue of *The A.T.A. Magazine*. Teachers are asked to check this list carefully to see whether or not their names are included; and if they are not, to notify the Head Office immediately.

This list is being published to give each teacher a chance to see that his, or her, name is not left off the voting list. Be sure, therefore, to watch for the list and to make the necessary checkup.

United Nations Conference

Constitution of UNESCO Adopted

(From *The Times Educational Supplement*, November 17, 1945)

THE Minister of Education, Miss Ellen Wilkinson, presided at the plenary session of the Conference on Wednesday morning, when the work of approving the constitution, as re-drafted by the commissions, was commenced.

The preamble, as read by Miss Wilkinson, was carried by acclamation. It is in these terms:—

"The Governments of the States Parties to the Constitution on Behalf of Their Peoples Declare that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed; that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war; that the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality, and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races; that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern; that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must there-

fore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these reasons, the States parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives; In Consequence Whereof, they do hereby create the United Nations Educational, Scientific, and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims."

Article I

The adoption of Article 1, setting out the purposes and functions of the organization, was moved by Dr. R. C. Wallace (Canada), seconded by Mr. Archibald MacLeish (U.S.A.), and carried by acclamation. The article reads thus:—

1. The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law, and for the human rights and fundamental freedoms which are affirmed for the peoples of the

world, without distinction of race, sex, language, or religion, by the Charter of the United Nations.

2. To realize this purpose the Organization will:—

(a) collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;

(b) give fresh impulse to popular education and to the spread of culture; (i) by collaborating with members, at their request, in the development of educational activities; (ii) by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex, or any distinctions, economic or social; (iii) by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;

(c) maintain, increase, and diffuse knowledge: (i) by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, recommending to the nations concerned the necessary international conventions; (ii) by encouraging cooperation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science, and culture, and the exchange of publications, objects of artistic and scientific interest and other materials of information; (iii) by initiating methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.

3. With a view to preserving the independence, integrity, and fruitful diversity of the cultures and educational systems of the States members of this Organization, the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

Preparatory Commission

The document creating the Preparatory Commission, which will act until such time as the constitution

has been ratified by a majority of the signatory nations and UNESCO has been fully established, was submitted and signed separately from the constitution. It provides that the commission consist of one representative of each of the Governments signatory to the constitution, and that, at its first meeting, the commission appoint an executive committee of 15 members. "The executive committee shall exercise any or all powers of the commission, as the commission may determine."

The first duty of the commission will be to make arrangements for the first session of the conference of UNESCO to be held in Paris, the permanent seat of the organization. It is empowered to convoke the first session, to prepare the provisional agenda and necessary papers, and to make recommendations concerning the program and budget. To carry out this work it will establish its own rules of procedure, and may appoint such committees and consult with such specialists as may be desirable to facilitate its work.

By the terms of the document the commission is obliged to appoint a special technical sub-committee to examine problems relating to the educational, scientific, and cultural needs of countries devastated by the war. It will take account of information already collected and of the work being done by other international organizations, and it will prepare as complete a survey as possible of the extent and nature of the problems for the information of UNESCO at its first conference. When, however, it is satisfied that any ameliorative measures are immediately practicable, it will report to the commission which, if it approves, "will take steps to bring such needs to the attention of governments, organizations, and persons wishing to assist by contributing money, supplies, or services in order that coordinated relief may be given

either directly by the donors to the countries requiring aid or indirectly through existing international relief organizations."

The commission will hold its first meeting in London immediately, and will continue to meet there "until such time as the constitution of the organization has been sufficiently accepted." The commission will then transfer to Paris. During the period

it is resident in London the necessary expenses of its maintenance will be met by an advance from the British Government. On its transfer to Paris this responsibility will be assumed by the French Government.

The commission will cease to exist upon the assumption of office by the Director-General, who, it is expected, will be appointed at the first session of the conference of UNESCO.

The Schools and War Surpluses

(From *Canadian Education*, Oct., 1945)

DURING the war the resources of the schools in all provinces, and particularly of vocational schools, were employed without stint in the service of the whole country during the national emergency. Now that the war is over educators have every right to expect that a good proportion of the equipment and materials no longer needed by Dominion Government agencies will be turned over to the schools as compensation for this service.

Last December the C.N.E.A. put the case of the schools before the Deputy Minister of Reconstruction at Ottawa. The request of our Association was that surplus materials be made available to the schools without charge, since the people of Canada had already paid for them, just as they had paid for the schools, whose facilities needed replenishment because of wear and tear in training personnel for the armed forces and war industries. Unfortunately it proved impossible to follow up the request because of failure to meet one necessary condition—that an inter-provincial committee representative of all provinces should be responsible for keeping requests within reasonable limits and for ensuring an equitable distribution of materials obtained.

Recently, however, the hopes of educational authorities were restored by the appointment of Group Captain H. R. Low as Assistant to the President of the War Assets Corporation. G/C Low, who was formerly Superintendent of Education for Manitoba, has the interests of the schools at heart. During a Dominion-Provincial Conference, he and the President of our Association, among others, had an interview with the Hon. Mr. Howe, Minister of Reconstruction, who promised special consideration for the needs of the schools, in addition to that which has already been shown by G/C Low's appointment.

At the time of writing a plan has been put into operation whereby the schools will be assisted to make best use of their priority in acquiring materials by purchase or by indefinite loan. On the request of the C.N.E.A. all provincial departments of education have nominated representatives to act as an inter-provincial committee, as well as individually for their respective provinces, in dealing with the War Assets Corporation. Our Association will have a part to play in relaying information and in seeing that all provinces have some opportunity to acquire materials which happen at the time they are declared surplus to be concentrated in one place.

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EDMONTON

Re Councillors

Functions:

Questions continue to come in regarding functions, duties and election of Councillors, as provided in the changed By-laws adopted at the last Annual General Meeting of the Association. The following are the sections of the By-laws relating to Councillors:

Constitutional Changes

The following changes in the Constitution were approved (following the electoral vote in December) by the last annual General Meeting by a vote of 195 (for), to 56 (against). They now form part and parcel of the By-laws of the Association.

9. The administrative body of a local association shall be the executive committee, which shall include as members: secretary-treasurer, and as ex-officio members the local councillor or councillors of such local associations.

10. The executive committee, the officers of the local, and the delegates to the annual and other general meetings of the association shall be elected annually by the members thereof, not later than the month of December, or at such time as the executive committee may direct.

However, in case a delegate to the annual general meeting shall resign, or leave the local association, or for any other reason is unable to serve or function as a delegate or councillor during his period of office, a successor shall be elected to finish the term of office. It shall be the duty of the executive committee of the local in case such vacancy arises, to arrange forthwith for the election of such successor.

11. The delegates to the general meetings shall hold office throughout the year serving as local coun-

cillors to the membership of the locals by:

1. Attending all session of the annual or other general meetings of the association.

2. Maintaining touch with the membership of the local association throughout the year with respect to proceedings of the aforesaid annual or other general meetings, and co-operating with the Provincial Executive Council by:

(a) Making a full report of the proceedings and decisions of the Annual or other General Meetings of the Association to:

1. The general meetings of the Local.

2. The executive council of the Local.

3. Meetings of Sub-locals, etc.

(b) Generally co-operating with the Executive Council of the Association and the executive committee of the local association.

12. It shall be the duty of the local association to co-operate with and generally assist the delegate or local councillor or councillors to the Annual General Meeting in fulfilling his duties as set forth in By-law 11.

13. Local associations shall hold meetings at least once a year and as often as the same shall be convenient and expedient, and it shall be the duty of the officers to provide a place of meeting and a program or subject for discussion at such meeting. The number of members which shall constitute a quorum shall be determined by the constitution of the local association, but in no case shall such number be less than six members. The president on his own initiative, or on the request of the executive committee, or on the request of

five members, or of the local councillor or councillors, may call a special meeting and all members must be notified of the time and place of such meeting and the object for which it is called.

19. The Annual General Meeting shall be composed of the Executive Council and duly accredited delegates of the local associations in good standing. Delegates to the meeting shall be members of local associa-

tions in good standing on the basis of one councillor for every 50 members or fraction thereof; provided that no local shall have less than two councillors.

* * *

Attention Councillors: Has your Secretary sent in to Head Office your name and address? We have material to send to you; however, we are awaiting the completed list of Councillors for the respective Locals.

The Influence of the Survey Report

(From *Canadian Education*, October, 1945)

IT IS hardly possible to estimate the influence on Canadian education of the *Report of the Survey Committee* published by the C.N.E.A. two and a half years ago. It has been read and studied by key people in education from coast to coast and by many thousands of teachers, parents, and other interested persons. So comprehensive was the report that almost every step taken for the improvement or reform of education in Canada during the past two years might be regarded as a fulfilment of one of its recommendations. It would be quite wrong, of course, to represent the *Report of the Survey Committee* as the sole inspiration for recent educational advance. But the prestige that has been gained by the report, its wide circulation, and the pattern of educational developments subsequent to its publication, all go to show that its impact and directive power have been remarkable.

Particular instances of educational developments attributable to the report were cited in *Trends in Education, 1944*. In this issue of CANADIAN EDUCATION the digest of the interim report of the Committee on Planning, Construction and Equipment of Schools in Ontario (pages 48-51) will recall statements in the

Report of the Survey Committee on the needs with respect to buildings and equipment. Even more striking is the announcement of a School Health Research Program for Canada (pages 39-43), for attention to health was cited by the Survey Committee as the most pressing educational need of all. This program of research was definitely inspired by the *Report of the Survey Committee*. The same is true of another recent development important to school health—the decision of McGill University to extend its course in the School of Physical Education to four years and to grant a degree at the end of that period. The first reason given by those responsible for this action is the recommendation contained in the *Report of the Survey Committee*.

Already the influence of the report has been greater than was expected by many. But the forward movement of Canadian education is just beginning. Five years from now the recommendations of the Survey Committee will be more clearly embodied in definite achievements.

Soot-clogged chimneys are a serious fire hazard when the first hot furnace fires are started in the fall.

The Teacher's Worth

By T. E. Worger

HAVING witnessed at first hand, as a member of the R.C.A.F., the preparation and care taken by the Government to educate men for the operation of machines of destruction in war time, the writer has come to the conclusion that education is considered a valuable attribute during war. Having witnessed, as an Alberta teacher, the parsimonious attitude of the Government toward education during peace, the writer has come to the conclusion that education is not considered to be a very valuable asset to the rising generation as an assistance to living, and in contributing to a peaceful society.

As proof of the correctness of this attitude, the following comparison of rates of pay, working conditions, living accommodations and provisions for the welfare of the instructor in the services with that of the teacher in the schools of Alberta, is drawn. The comparison will be made from the viewpoint of an instructor in the R.C.A.F.

It seems reasonable to choose the rank of Flight Sergeant "A" group as the average rank of instructor, because usually no one acted as instructor below the rank of Corporal, and the number of instructors above the rank of Flying Officer was very limited. The basic pay of a F/S "A" group was \$3.25 per day. The value that the Air Force placed on the food and quarters provided him was \$1.25 per day. If the man were married, his wife drew an allowance of \$35.00 per month, and each dependent child drew an amount, varying according to the number of children, but starting at \$12.00 for the first child, \$10.00 for the next one, and so on, per month.

Let us consider the actual cash in-

come of a family consisting of a man, his wife and one child of dependent age.

Basic Pay—

\$ 3.25 for 365 days—\$1186.25

Food and Quarters—

1.25 for 365 days— 456.25

Wife's Allowance—

35.00 for 12 mos.— 420.00

Child's Allowance—

12.00 for 12 mos.— 144.00

TOTAL \$2206.50

To obtain as clear a picture of the situation as possible it is necessary to also consider the fact that clothing, medical and dental care, and recreation were provided for the airman, free of charge to him. To set values on these things will be difficult, but the following figures are offered as being conservative in estimate:

Clothing \$50.00 per year

Medical and

Dental Care 25.00 per year

Recreation 75.00 per year

TOTAL \$150.00 per year

This amount of \$150.00 added to the cash income of the family totals to \$2356.50 per year.

It would seem fair to point out that the above amount of money was income-tax free.

The question, then, that should arise in our mind is, "Is the average pay of the Alberta school teacher \$2000.00 per annum?"

Working conditions in the service were ideal. The classrooms provided had to meet certain high specifications as to seating space, ventilation, lighting, arrangements of seats, blackboard space and demonstrative ma-

terial. No cost was spared to provide the instructor with the latest and best equipment relating to his subject, whether it was reference books, precis, or actual demonstration material, such as expensive wireless sets, sectionalized engines, epidiascopes, moving-picture projectors, etc.

Here, then, we have an instructor who has been provided with *all* the latest and best in equipment, working in a classroom that is comfortable and convenient. Can the same be said for the teacher in the majority of the schools of this Province?

The various stations that were erected across Canada were not all in cities nor even near cities, but in all cases the living accommodations were on a level to be found in modern homes. Facilities for promoting the comfort of the men included running water and sewage, electric lighting and power and central heating plants. The living quarters were of standardized construction, but provided comfort and convenience, and were kept in first-class repair at all times. It is doubted if the teacherages of the schools offer a fraction of the comforts provided in the barracks blocks. Admittedly, it may not be possible to provide running water, electric light and furnaces in most of the teacherages, but exterior and interior decorating, and maintenance, are possible in all cases, and are rather neglected in most.

Security is undoubtedly of the greatest interest to the majority of people, and the services offer security on a scale unparalleled by other organizations, and certainly not even

approached by the teaching profession. Competent, available medical and dental service is waiting at all times for the individual who needs it. Athletic facilities, libraries, moving-picture shows, discussion groups, and the opportunity of attending church regularly, are provided to all at no cost whatsoever to the individual. In the event of illness, from a financial viewpoint, the serviceman has no worries concerning the welfare of his family as their income continues uninterrupted. In the event of disablement, a pension is provided which is adequate to meet the needs of the man and his family.

If you agree with the fact that the instructor in the services is better off than a teacher in civilian life, the question that needs answering is, "Why is the Government willing and *able* to provide these ideal situations when a national emergency arises, and yet is not able to provide a decent living wage to teachers whose primary duty in life is to help fit the citizens of tomorrow with the necessary attitudes and abilities for peaceful living?"

The foregoing may appear to be an attempt to sell the idea of joining the R.C.A.F. It isn't. It is an attempt to claim for the teacher the same opportunities to live decently and work efficiently as are provided instructors in the services.

FOUND: Sometime this summer a coat was left in the Library of the A.T.A. Offices. The owner may redeem the coat, by contacting the General Secretary of the A.T.A.

"The most amazing thing happened to me at Leopards-town. It was the eleventh day of the eleventh month. My boy was 11 that day. We lived in a house numbered 11; I arrived at the court at 11 minutes past 11. Later in the day, I found there were 11 horses to run in the big race, so I backed the eleventh horse on the card."

"My, My! And it won?"
"No. It came in eleventh."

Germany — Annihilation or Re-education?

A Few German Types
(From *The Scottish Educational Journal*)

(Continued)

4. A Nazi "Schoolmaster"

YOU came to us in 1938 to perfect your English and provide German conversation. I was one of the first to meet you, Herr Schnodel. You brought your heels quietly together, you bowed and shook hands. You smiled.

From the first I did not like that smile. It punctuated your year with us revealingly.

You smiled when you shook hands; you smiled when we poked fun at Hitler; you smiled when the children asked you about that "brave, new world" in Germany; you smiled when we twitted you with Pastor Niemöller; you smiled when you told us that "of course, Germany must have her colonies back"; you smiled when we spoke of the Jews, we were so childishly ignorant about these things; you smiled whenever some local body asked you for a lecture—and acquiesced at once; you smiled when your blood-brothers marched into Prague. You smiled—and showed your teeth.

I hope I am not prejudiced. I did not like your teeth. Their rough serrated edges killed that expansive meant-to-be-charming smile.

You were patient. It was your task as ambassador of your country "patiently to explain." You explained to the Rotarians how all the criminal elements of Germany had been liquidated; how Germany's dearest wish was for an alliance with Great Britain; how France was a decadent, half-caste nation; how we belonged to the same folk-stem; how our mutual misunderstandings were the tragedy of

Europe.

You had one special lecture: "Die Autobahnen." Mussolini made good in British eyes by running trains punctually. Hitler was to make good by building new motor roads. You talked of them to the school children, to our Former Pupils, to anyone who would listen.

You talked a great deal to everyone. There was no subject, even that of Pastor Niemöller, you could not handle.

Your masters had been thorough. In that college, in which you spent two months before coming here, you had heard many strange things. You were given the proper angle. You were introduced to the subject of Pastor Niemöller for the first time and instructed as to how you should explain the imprisonment of the Protestant pastor for political reasons. You were well trained.

You had done your military service already: I do not think you were in the artillery. Oh no! Something much more interesting, something linguistic.

You travelled a great deal in our neighbourhood. I'll wager you kept a note of names and places and people. Too bad you never saw them again.

And when that party of German boys arrived on holiday, you had organized their outings marvellously well. You saw many factories in our neighbourhood.

I studied you. To me your mission was evident. But you were so plausible that to have made an accusation would have been discourteous and ridiculous.

So we exposed the school children to your wiles for several hours per week. You controlled them well, but when, as school children will, they pulled your leg, you turned ugly.

You were all for German songs. You had them singing your favourites. Nothing Nazi, of course, merely the marching songs you Germans have since sung in every country in Europe. In every country but this. When I taught them the loveliest and saddest of German songs, the "Lorelei," you did not like it. It had been written by a Jew.

I discovered a weakness in you—a revealing Nazi weakness. You were a born showman. Give you a class of kids to march with or to marshall on a concert platform and you were in heaven—provided there was an audience. In how far is the whole Nazi doctrine a number of reasons for collecting a crowd in order to pick its pockets?

When I heard you give orders and marshall the kids, I saw again the plump Brown Shirts in the Nuremberg procession; I saw again the Customs man on the Copenhagen boat dive on a poor traveller and ransack his pockets; I saw again the young Nazis driving on their truck, with machine-gun mounted, yelling slogans through the streets of Frankfurt; I saw again the policeman outside Munich railway station catch the poor shabby woman who had stepped into the roadway against the traffic signals and fine her a mark; I saw the big mouth and glassy eye of every German who wields authority. I saw again that basic fear of authority which is the German people's curse.

We made you welcome, Herr Schnodel. We bore with you. Some

of us could not stand you after the first few days. And often you were in dire physical danger without knowing it. Your unconscious caricature of the hearty, back-slapping Englishman was painful to witness.

And then Prague was invaded. They tell me you danced round your room with that other German when you heard the news and shouted "Danzig next!"

When Danzig's turn came you were preparing to go home. In the weeks before then your false bonhomie had been rather strained. You even let up on the "Autobahnen" stuff. You became impatient, even a trifle haughty.

But you smiled again that day when this poor, silly country issued a gas-mask to you. You smiled.

You told us about it. It was such a joke. No gasmask for you in Germany, but one for you here.

Herr Schnodel, are you still smiling?

Is that poor little home of yours near Hanover still standing? Is the old mother, who slaved to have you educated, still alive?

Do colonies, living space and Autobahnen mean so much now? Do you still like strutting before an audience?

Or are you thinking of some nice quiet corner away from it all? Some place where no one will be likely to remember you?

Are you planning a little holiday in South America and Spain? Or have you been sent to another college for another course—this time on "how to go underground?"

We are interested in you, Herr Schnodel, as decent human beings are interested in all germ-carriers.

It will be our business to find out your secret spawning place and eliminate you.

So please don't smile any more, Herr Schnodel! It might give you away!

H.R.S.

(To be continued)

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CONGRATULATIONS!

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NEWS LETTER



H. D. Ainlay

Elected Mayor of Edmonton in the recent Civic Elections. Mr. Ainlay was a member of the staff of Strathcona High School, Edmonton. He served for several years on the Provincial Executive of the A.T.A., and was President in the year 1928-29.



P. N. R. Morrison

Elected Alderman in the recent Calgary Civic Election. Mr. Morrison was a member of the Calgary City Public School staff, and he had previously taught for a number of years elsewhere in Alberta.

SCIENCE BRIEFS

Calcium in the soil is the most important element in influencing the development and growth of peanuts.

Colors in fishes are in general produced by oil sacs beneath the skin, or in some cases beneath the scales.

Brazil has begun the manufacture of glass for domestic needs.

The *cuma* is a large knife used extensively in crop cultivation in Salvador.

Books in the English language are in demand in Sweden.

Liberal amounts of vitamin A tend to postpone ageing and prolong life, certain scientists now say; their tests were made on rats.

Congratulations!

Excerpts from . . .

University of Alberta NEWS LETTER



Albert B. Wetter,
Field Administrative Officer

Mr. A. B. Wetter has recently been appointed as Field Administrative Officer in the Department of Education. Prior to this appointment, Mr. Wetter held the position of Secretary-Treasurer of the Castor School Division since its formation in January, 1939.

Mr. Wetter was born and raised in Alberta, and taught school for thirteen years in Alberta before becoming Secretary-Treasurer of the Castor School Division.

As Field Administrative Officer, Mr. Wetter's duties will be to supervise and co-ordinate procedures in School Division offices of the Province.

"Silicone chemistry" is producing water-proofing and flame-resisting service in aeroplanes.

Speech Lessons to be Broadcast

You may have heard children saying "didja" and "gimme," and wished that someone would do something about it. Something is being done by the Department of Education and the Faculty of Education of the University of Alberta. A series of ten broadcasts, starting Wednesday, January 16th, at 3:00 o'clock over CKUA will present speech lessons with a demonstration class. These broadcasts are being produced and directed by Mrs. G. C. Higgin of the Faculty of Education.

University Extension Library Catalogue

The University Extension Library announces the publication of its new catalogue containing a complete list of the 20,000 books in the Open Shelf collection. Books in many fields—fiction, history, travel, biography, literature, agriculture, science, handicrafts and hobbies, international affairs, useful arts—may be chosen from the catalogue and borrowed from the Extension Library.

The price of the catalogue is fifty cents. Except for postage the library service is free to rural readers. Enquiries and requests should be sent to the University Extension Library, Court House, Edmonton.

Little Oswald: "Poppa, what becomes of baseball players who lose their eyesight?"

Poppa: "They make umpires out of them."

WE WONDER *Why?*

By T. A. McMaster

General Secretary, Manitoba Teachers' Society

(From *The Manitoba Teacher*, Nov.-Dec., 1945)

OUR attention having been drawn to a current rumour that the Dominion Government had recommended a minimum salary of \$1,500 for elementary school teachers, we immediately undertook a self-imposed piece of research in an attempt to discover by what unhappy chance this choice news item had escaped us. In our study of the Summary of Proposals of the Government of Canada, issued by W. I. B. and dated August 11, 1945, we found no trace of any such recommendation. What we *did* find, however, is a statement which indicates that the Dominion Government is interested in certain definite objectives such as "high and stable employment and income and *a greater sense of public responsibility* for individual economic security and welfare." The italic is ours.

We interpret the term "*public responsibility*" to mean the *whole* public, the people of Canada, the United people of Canada. We heard so much talk during the recent war about "National Unity" that we cannot interpret the phrase otherwise. Surely now that the war is over, the Government of Canada intends to promote the ideal of national unity still further. It should be the last institution in the country to suggest that we revert to that sectionalism which has shaken the very foundations of our unity. So much for public responsibility. We're all for it.

With the Dominion's high objective in mind, we wonder why the Dominion Government has not yet accepted, even obliquely, any degree of responsibility for the financing of even a fractional part of the

general or basic educational programs which are so vital to the training of the future citizens of Canada. True, the Dominion's proposals, if accepted, may allow the provinces to divert more of their funds to the support of general education, but we wonder why this persistent reluctance. Is it because, according to the Rowell-Sirois recommendation, "Education, like every other form of welfare service in a democratic community, should have to fight for its life?" Why should it have to fight for its life? Surely our Dominion Government would never subscribe to such a statement when Education is the very basis upon which a democratic state is built. At least, that's what we have been hearing during the recent Dominion and Provincial elections.

But surely there is something wrong somewhere? Under the heading, "Public Investment" on page 2 of the summary, the Dominion Government has stated that, "There are phases of natural resource development and conservation which can be carried out effectively only on a national scale by the Dominion Government. Also there are important aspects of development and conservation which are of large concern to the general national welfare, or have interprovincial effects, which only the Dominion can assume."

At the risk of being accused of divorcing this passage from its complete context and putting a false interpretation on it, may we be allowed to wonder if it could refer to the education of our future Canadian citizens? It could — every letter of it. Read it once more! It seems to

us that our children are the most precious of our natural resources and that their development is "of large concern to the general national welfare." Their development certainly has interprovincial effects. There is no doubt about that.

Alas for our fleeting hopes! Reading further, we discover that the Dominion discusses "these principles" — presumably the paragraph quoted above — under two general headings:

(a) "Activities for which the Dominion is fully responsible or is prepared to consider assuming full responsibility by suitable arrangements with the Provincial Governments wherever necessary;

(b) Activities for which the Provincial Governments are responsible and which the Dominion is prepared to consider assisting provided specific agreements can be reached."

The sub-headings under these sections deal with legal obligations under the constitution; basic surveys; general and basic research on agriculture, mineral and forest resources, fisheries and construction, national railways, and so on.

Apparently there is to be no assistance for education which, "like every other form of welfare service in a democratic community, should have to fight for its life."

Page 6 of the summary, which is really a Supplement to Dominion-Provincial Conference on Reconstruction, 1945, states: "Proposals are now brought forward to fill the three main gaps in our present social security system: Health Insurance, National Old Age Pensions and Unemployment Assistance." We won-

der why Education has no place in a modern system of social security?

We find on page 7 that Health Insurance will have to "fight for its life" on an initial grant of \$620,000 to set up full-time staffs who will plan the health insurance proposals of the province. In addition to a grant of \$5,000, each province will receive an additional 5 cents per capita based on the 1941 census. When, and if, these services are set up, the Dominion will provide a basic Health Insurance Grant of 20% of the *estimated* cost of that service and a further grant of 50% of the *actual* cost up to a stated maximum. "The total program for the total population is estimated to cost \$250,000,000 of which the Dominion's share would be \$150,000,000." We like that phrase. "The total cost for the total population" sounds almost like our own interpretation of *public responsibility*, some sort of effective national unity.

Independent of, and prior to, the inauguration of health insurance, provision would be made for the payment of Annual Health Grants to the province for specific purposes, to a maximum total amount of \$13,600,900. What a struggle this welfare service is going to have!

National Old Age Pensions at the age of seventy will cost about \$200,000, while Dominion-Provincial Old Age Assistance for persons in the age group 65-69 will cost the Federal Government an estimated \$17,000,000 to \$20,000,000 by 1948.

These are all worthy and long-overdue expenditures. We're all for them, but we still wonder why Education has to "fight for its life."

The financial arrangements are designed, according to page 13 of the summary, "To make possible the provision of an adequate minimum standard of services in all Provinces." We had hoped that the paragraphs to follow would refer to a minimum standard of educational

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service. But they didn't. We wonder why! Perhaps Education is no longer considered a welfare service?

Page 16 refers to an educational program. Here it is:

"Training Programs."

The Dominion Government is prepared to discuss with the provinces how it may best assist in *educational programs* designed to provide trained personnel in the housing and community planning fields." Again the italic is ours.

Surely there are other educational programs in more need of assistance than the one mentioned? If the Dominion Government has not heard of the Argue report and does not realize the true state of Education in Canada today, we wonder why.

Professor K. F. Argue of the University of Alberta has shown that Canada is not educating its children for "the most knowledge-demanding age of all times," neither is it educating them with democratic fairness. The Canada and Newfoundland Education Association, probably the most authoritative educational body in Canada, appraised Canada's educational efforts as only half adequate on the average and only one-third adequate in large sections of the Dominion. We wonder why Canadian financial provisions for Education should continue to be distributed so unequitably. "Seriously it must be asked if Canadian education is democratic enough, when, on the average, Canada's educational provisions are relatively adequate for city children, for the children of two Canadian provinces and for the children of one socio-economic stratum of our population, while on the average they are decidedly inadequate for rural children, for children in three if not four Canadian provinces, and for the children of a second socio-economic stratum of our society."¹

While Education, Health and Social

Welfare measures are essentially provincial responsibilities under the present constitution, the Dominion Government has an inescapable responsibility in regard to providing substantial financial assistance to the provinces in respect of these services. By making the proposed grants for health and social welfare it has tacitly acknowledged that responsibility, but Education has been left out of the picture entirely. We wonder why.

Discussing this question with others more skilled in legal matters, we have been advised that the Federal Government could not assist Education without having an amendment made to the B.N.A. Act and that such an amendment is "quite impossible."

Commenting on the pattern which might be followed in post-war legislation covering industrial disputes, page 18 of the Dominion's proposals states, "It would appear highly desirable in the national interest that the transfer of jurisdiction be made possible through an amendment to the B.N.A. Act."

Apparently such amendments can be made, in the national interest. In the Dominion's proposals no mention is made of any transfer either of jurisdictional powers or of financial responsibility in whole or in part with respect to Education, in the national interest. We wonder why.

1. *Wealth, Children and Education in Canada*, K. F. Argue, 1945.

You are cordially invited to drop in for a demonstration, or to write for full particulars, of the

New R C A Victor 16mm Sound-Film Projector

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McLeod Bldg., Edmonton, Alta.

The True Function of a Technical School

(From *The A.M.A. (England and Wales)*, Sept.-Oct., 1945)

The statement in a recent issue of the A.M.A. that more and more members of the I.A.A.M. were being appointed to posts in technical schools made pleasant reading. In the past, in making appointments to these schools, there has been so much emphasis placed upon the possession of practical experience in industry that two vital qualifications have been completely overlooked: the possession of a high level of culture and the ability to teach. Many of the men who enter the teaching profession after having served an apprenticeship at engineering, plumbing or building, have their interests limited to the practical, and have no sympathy for, or patience with, abstract thought. Owing to these practical men's bitter opposition to anything not 100 per cent "bread-and-butter," the teachers of subjects like literature, history, geography and languages have had to fight a fierce uphill battle for the retention of their subjects in the time-tables of technical schools. Now, at last, with the advent of these masters with secondary school experience, there appear to be brighter prospects of a general realization that technical education can, and should, have its cultural background.

This insistence on practical experience in workshop or drawing office has itself largely been the result of a wrong conception of the real purpose of technical education. A technical school course ought never to be regarded as a substitute for apprenticeship: the proper place to learn the practical side of any industry is in the industry itself. What ought to be aimed at in a technical school is the imparting of a good general education, and education with a practical bias, so that, equipped with a sound

working knowledge of science, the boy will be able to understand the scientific principles underlying the manual operations he is called upon to perform. Coming to these manual operations better equipped than the recruit with no technical education, he will better be able to suggest any improvements, and, owing to his wider knowledge, will be more likely to rise to posts of responsibility. Just as the secondary school of the grammar school type may be expected to produce the future professional classes (e.g. lawyers, doctors, teachers, civil servants of higher rank), so the secondary school of the technical school type should be intended to turn out the leaders of industry, those who will rise to responsible positions on the works management staffs. There is no need for a two or three-year special course for the person who is going to be content for the rest of his life to stand all day at a lathe turning out the same small item over and over again. The war has shown that this sort of repetitive work can be done effectively after a quite short training by women possessing no previous knowledge of machinery.

The schools of the former senior school types are equal to the task of producing the human machine-minders of the future. The leavers from the technical schools should be capable of being something better than just mere "hands." If we accept this, the workshops cease to be the only important portion of the technical school building, and take their place as simply a part (albeit an important part) of a whole, securely erected upon a threefold foundation of workshop practice, science and mathematics, and general academic subjects.

Why Not High School Exchange?

By F. A. Rudd, M.A., LL.B.

Lethbridge Collegiate, Member of the Canadian Institute of
International Affairs

PRIOR to the war it was the practice in a few centres of the Province for the local School Board to sanction the exchange, for one year, of a member of its Public School staff for a member of a similar staff in an English or Australian town. The salary of the teacher was paid by her own School Board during the exchange. There are highly potent arguments why this very commendable practice should be revived and extended in Alberta and throughout Canada generally now that the vital postwar period has at long last arrived.

The widening of vision and deepening of educational experience which have alone proved the success of such an experiment in the public and intermediate school field is proof in itself that such a policy, if applied to the field of secondary education, would be of inestimable value to instructor and student alike. The wide range of subject-matter in the modern secondary-school curriculum, and its integration with practical community life, is of such a nature that an instructor cannot help but be immeasurably benefited from a period of teaching his own subject in another Province, and still more so from teaching it in some overseas part of the British Commonwealth. New contact, new methods, new equipment and facilities, new environment—are all refreshing at times and tend to lift us out of, or prevent us getting into, that dull routine which is the bane of all teaching and the calamity of many who are the victims of it.

While these thoughts were being

penned, it has come to the writer's attention that this practice is even considered in a wider field, namely, between Canada and the United States. Though such a venture would involve international agreement on certain points of technical adjustment as between State and Province, these would be of a temporary nature and of minor importance in view of the great benefits that would accrue in the field of international collaboration and mutual understanding. There is no instrument better fitted than Education to maintain, in the postwar era, the continuation of that outstanding co-operation for achievement between our two countries so effectively demonstrated during the war. Many Canadian teachers have received training in American Universities, and would welcome the opportunity of returning in a teaching capacity under an agreement of international teacher exchange. Canada and the United States, at present at least, along with Great Britain, share a responsibility of the gravest nature for the future welfare of mankind in so far as they alone collaborate on the inner secrets of atomic energy. All our thinking and planning in Education, as in other matters of human welfare, must in future be predicated on the vitally important fact that atomic energy is now a reality, the potential significance of which is yet unknown but staggers the imagination! The trained scientific mind—made possible by Education—discovered the secret of atomic power. It is not only fitting, but highly essential, that Education be used as the instrument to safe-

guard and regulate this colossus in the interest of present and future civilizations. This Education must not be of a lay nature only, but must be premeated with a sense of high spiritual values. The road to salvation or utter destruction is now so clear that we cannot ever again neglect to include Christ at our Conference tables!

In the light of what we now know, nothing should stand in our way in promoting in every way, on every occasion, any step that will advance the cause of Christian education in the guidance of youth or adult. One only of such steps is teacher exchange, and particularly as it affects secondary and higher education. If ever the world needed trained leadership, based on sound knowledge gained from wide experience, it is in the years that are with us now and lie immediately ahead in this generation!

The greatest material need of Education today is adequate financial assistance. The whole scale of personnel remuneration, from the top executive to the rural teacher, is on the average far below the actual service worth of the educationist to his particular community. The entire scale should be moved to a higher plane. This will come about to the extent only that the general public is made conscious of the legitimate and worthy status of the teacher to society in general and to his own community in particular. As long as the scale of qualified teacher remuneration extends downward, to a point in many instances below that received by the school janitor or the unskilled ditch-digger (not implying these positions are not necessary in their own sphere), it is pointless to suggest that the teaching profession is properly "weighted" in the balance of social values. Only recently in addressing the Southern Alberta Teachers' Association, Miss Copping-er, Vice-President of the C.T.F., de-

clared that in one district in the United States the teacher's salary commenced at \$400 per year—less than that of the local garbage collector! Nor is remuneration alone our only financial need. Modernization, equipment, grants-in-aid—the physical assets of prescient expansion and advancement must become an essential part of our "re-tooling" for vital postwar 'educational' building. The business man, the financier, the Member of Parliament, the philanthropist—yes, the ordinary citizen—must be as firmly convinced of these needs as of that of any applying to his own personal position in society.

Maybe this view may seem Utopian, but only by aiming high and constantly striving upward can we advance. One of the best ways to achieve the goal is by the individual teacher striving to become aware of his fellow teachers' problems and thus learn how best to solve his own. The future must be a world of co-operation and mutual understanding or it bodes ill for society! Teacher exchange is a prime medium to develop this understanding—not only nationally, but also internationally. National unity in Canada can best be improved—can only be improved—by means of the unhurried and unbiased reasoning of the true educationist. Interprovincial secondary-school teacher exchange is an instrument of the highest potential value in breaking down Provincial barriers to unity in Canada, and for creating that mutual appreciation of legitimate Provincial autonomy so essential to the development of a smoothly integrated federated society. Governmental or constitutional technicalities can be adjusted if they are approached with a sincere desire to achieve through co-operation. So in the international sphere—not only as between Canada and the United States, but in an even wider field—

must education be the cornerstone of a new era.

This was undoubtedly recognized when the objectives were drawn up for the London Conference on Education and Cultural Organization which was to commence on November 1st of this year. It is to be hoped the Canadian Government has taken steps to see that Canadian education was adequately represented at that Conference. This view has been most ably expressed by Dr. Flyod Willoughby, both in his Presidential address to the Twenty-fourth Conference of the C.T.F. in Vancouver last August, as reported in the A.T.A. magazine for November, p. 22, and also in his address in Edmonton on "Education for National Unity and the World of Tomorrow," as reported in the magazine for May, p. 31.

We look forward with great expectations to the establishment in the near future of an International Education Office under the United Nations Organization. This also has

been wisely advocated by the C.T.F. as a fit and proper instrument for the promotion and safeguarding of Christian education among nations. The first Conference in this regard is now in session. Let us hope a concrete plan will emerge and the decks be cleared for action at the earliest possible moment—for Education has a job to do! It is only fitting such an affiliation should take its place alongside that of the I.L.O. and the International Court of Justice. Surely Education is a form of labor and its 'modus operandi' is based on justice. Teacher exchange at all levels, together with the utmost frankness in the pooling of ideas, technique, itinerant speakers and organizers, and the general material of the educative process, will be paramount to the success of this office, and in it the true values of the exchange system should reach heights of which heretofore we have not dreamed, and which should be apparent for all the world to see.

New Agricultural School For Estevan Larger Unit

(From *Saskatchewan News Bulletin*, Jan. 7, 1946)

An agricultural, academic and vocational high school, inaugurated as a new departure in Saskatchewan education, will be established near Estevan by the Estevan larger school unit, Education Minister Woodrow Lloyd announced recently at Saskatoon. The school will be housed in the airport buildings at Outram, 15 miles west of Estevan, and the surrounding section of land will be used.

"Object of the new school," Mr. Lloyd said, "is the further implementation of the Saskatchewan government's policy of extending assistance to larger school units."

Outram was purchased from the Dominion War Assets Corporation for \$14,000. Of this sum, the Saskatchewan government paid \$10,000

and the Estevan larger school unit, \$4,000. It is expected that the federal government will contribute \$5,000.

Primary purpose of the scheme is to set up a residential high school in which class time will be divided between compulsory grade subjects on the one hand and farm and home vocational activities on the other. The school will be administered by Estevan larger school unit.

It is also proposed to set up three classrooms to accommodate public school pupils of Outram, Dale and Brown schools. These schools will not be used after the establishment of Outram.

"Definite plans, however, have not yet been formed," Mr. Lloyd said, "because the grades and the courses

to be taught have not been determined."

Outram airport consists of a section of land, a large hangar, control tower, an accommodation building, a garage and several small huts.

The land is suitable for farming and the buildings will be ideal for school rooms.

The Provincial Department of Education will provide the usual operational grants for the school, Mr. Lloyd said.

In addition to the academic and vocational studies to be conducted, it is hoped that the school might become a community centre, with lectures, forums and study groups for

adults. It could serve as a recreational and health centre.

A library on agricultural, home-making and current affairs topics would be established to serve both regular and night classes. Possibilities also include activities along musical and dramatic lines.

"Such a rural high school course would enable young people to embark on farming careers better equipped mentally, practically and socially, and would thus tend to raise the whole life and tone of the rural community. It could conceivably impart the idea of 'not merely making a living, but of living better and more helpfully,' said Mr. Lloyd.

LETTER BOX

July 5, 1945

The Editor,
A.T.A. Magazine.

Dear Mr. Barnett:

The reports on pensions made by the Administrators of the Teachers Retirement Fund, in the May number, and by Mr. A. E. Rosborough, in the June issue, seem to invite the following criticisms:

1. A fetish has been made of the phrase "actuarially sound." I submit that a retirement fund or scheme should concern itself chiefly with providing a satisfactory pension for those teachers who are under the necessity of retiring. I am told that none of the teachers' pension schemes in the other provinces of Canada are "actuarially sound"; but they have never ceased to pay pensions to retired teachers on a scale more generous than the present one in Alberta. And most of them have been operating for a good many years.

2. Too many of the premises which an actuary must accept as deter-

mined and certain are, in fact, not so. For example, the interest rate, which twenty years ago could be conservatively estimated at 4 to 5 per cent, is now between 3 and 4 per cent. Nor can anyone prophesy with assurance that government policy will not reduce the rate still further.

3. The compulsory five-year contribution required of all teachers: no one can tell what part of that should go into the Reserve Account as a basis for increasing pensions. No one knows how many teachers who leave the profession to get married or take other occupations will decide to come back. The war has brought a large number back who would otherwise be finished with teaching.

4. The contribution made by School Boards is too small. It should, in all fairness, be made to equal the contributions made by the City Councils of Edmonton and Calgary toward the pensions of retiring Civic employees.

E. E. HYDE.

Stories that swordfish sometimes attack whales are unconfirmed.

Oranges in 1944 accounted for 73% of the total world citrus crop.

The A.T.A. Magazine

How Do You Say It?

This is a series of articles, the substance of radio talks by
Duncan Innes, M.A.,
of the McDougall High School, over Station CJCA at 1:15 Sunday afternoons

The Long U

Tune your ear to the difference between the Letter U sounded as "oo" and as "iu." Then mark your customary pronunciation of the list below.

Confuse	Confooz	or confiuoz (con fuz)
FEW	Foo	or fiu
MEW	Moo	or miu
NEW	Noo	or niu
TUBE	Toob	or tiube
TUNE	Toon	or tiuene
GRATITUDE	GratitOOD	or gratitooDE
CONSTITUTION	ConstitOOTion	or constitUITION
SUIT	Soot	or siut
VOLUMINOUS	VolOominous	or VolUminous
STEW	Stoo	or stiu
BLEW	Bloo	or bliu
BLUE	Bloo	or bliu
FLUTE	Fleet	or flut
LUTE	Loot	or liut
GLUE	Gloo	or gliu

If you have made up your mind and marked your choice firmly in each case, let us turn to a dictionary. CONFUSE with the double O sound is the vogue in Dogpatch, but as impossible for others as is Aven-OO for AVENUE. Not even Li'l Abner would say FOO for FEW. MEW has to be miu or we should have cows and cats in confusion. NEW as noo is popular with radio comedians and some others but the dictionaries say niu. So also with Tube and Tune; the oo sound is NOT acceptable. All words ending in -TUDE and -UTION have the long U according to all the dictionaries: GratitUDE, AltitiUDE, ConstitiUATION, ExeciUATION, and so on. SUIT

is correct with either vowel but soot is more popular because it is easier to say. VOLUMINOUS has the same sound of U as volume; no one says that as VOLoom. STEW is STIU but BLEW is BLOO and BLUE is BLOO. FLUTE and LUTE have the oo sound and GLUE is undoubtedly GLOO today, though the eminent and authoritative Oxford English Dictionary prefers Gliu. Such a list could be expanded to great lengths but the words will still fall into three groups. The first group contains those which cause no trouble: Volume, refuse, few, execute have the long U by unanimous consent. The second group contains the trouble-makers: NEW, TUNE, TUBE, TUESDAY, DEW APTITUDE, for which the dictionaries give no choice, and SUIT, ABSOLUTELY, REVOLUTION, for which either sound of U is correct. The words in the third group have the oo sound, though some dictionaries still give them with iu: these are words such as BLUE, GLUE, STREW, DREW, and many others.

* * *

It is amazing what can be found in dictionaries if we take the trouble to look carefully. For example, few people know that there are thousands of OIKOLOGISTS in this country; even the OIKologists don't know it. One exception was the mother of a newborn babe in a Kansas City Hospital who put down her occupation as OIKOLOGIST. The dictionary says she meant a HOUSEKEEPER...

* * *

SPELLING. Adviser and conven-
er are correctly spelled with an ER

at the end of each according to the authorities even if we do see the OR ending rather frequently. Advisory, correctly spelled with the OR, helps to mislead us. Just watch the school yearbooks for adviser—advisor. . .

* * *

We might not laugh at a person who should say SPARROW GRASS instead of ASPARAGUS, but we might think him peculiar. Yet in 18th century England, SPARROW GRASS was considered correct and ASPARAGUS, affected. Only pedants who wished to show off their knowledge of spelling said ASPARAGUS. Later on, the smart set decided that Sparrow GRASS was vulgar and dropped it very quickly. Of course, nearly everyone else followed the smart set. Imitation of the smart set still appeals to many; it explains the adoption of Southern accents, Oxford accents, and pronunciations such as, EYEther for Either and AGANE for Again (agen). That statement does not apply to anyone brought up in the South or in the Old Country.

* * *

ACUMEN is a good word to know. It is easier to remember and use if we think of the Latin source from which it came. The Romans had a word ACUERE which meant to sharpen, and from it ACUMEN, sharpness. The English took over the word ACUMEN in the figurative sense, sharpness of the mind. Acumen describes the mind which is sharp, which cuts through a problem as a sharp knife cuts. A related word is ACUTE. Very shrewd men were said to be ACUTE. Later on, ACUTE was shortened to CUTE. A CUTE person was one who turned sharp corners in his business dealing. Still later, babies and girls became CUTE and the meaning was changed accordingly. By the way, CUTE does not mean BOW-LEGGED though I have been assured repeatedly by high-

school pupils that they were taught that strange fact in schools. The explanation of that myth is not found in books; possibly because it is a local Canadian tradition. Possibly when some smart aleck was asked what he meant by calling a girl cute, he put off the question by answering that CUTE means BOW-LEGGED. We have a habit of giving reverse answers when we do not wish to explain just exactly what we do mean. Another, by the way, ACUMEN is pronounced with the accent on the second syllable (a-KU-men).

* * *

An interesting word which we never hear mispronounced is INTRIGUE. Perhaps it looks so dangerous that people take the trouble to look it up before using it. But if they look at the pronunciation it is doubtful if they pay much attention to the meanings. Intrigue means to plot, to scheme, or to use underhand influence. It suggests dark and devious ways. The Latin word from which it came means to entangle. It does not mean to puzzle, perplex, fascinate, or interest. It is correct to say: The Spanish ambassador intrigued against the policy of Queen Elizabeth. The royal court was a hotbed of intrigue. When we think of the real meaning of the word, we may wonder when one girl says to another: "That is a most intriguing hat, my dear." Probably she means that the hat is attractive. Then there are those who say; "I was intrigued by that book," when they mean interested. H. W. Fowler in his MODERN ENGLISH USAGE takes a whole column to inveigh against the misuse of the word INTRIGUE. While it is a bit foolish to get heated up over the misuse of the word, it is just as well, in the interest of clear expression, to remember that INTRIGUE means to plot or to scheme. . .

Unbreakable mirrors are made of transparent plastic coated with silver.



Official Bulletin, Department of Education

No. 91

Audio-Visual Aids to Teaching

A second list of new films is now available. Copies have been forwarded to film users, to Superintendents, and to Principals or Teachers-in-charge of schools on National Film Board circuits. Copies may be had upon application to the Audio-Visual Aids Branch, Department of Education.

Of the films listed in *The Audio-Visual Aids Manual*, those with numbers preceded by the call-letter "Q" for silent films and "T" for sound films are in the library of the Audio-Visual Aids Branch. Filmstrips with numbers preceded by the call-letter "P" (Pictorial) as listed in the smaller publication, *Visual Aids Bulletin—Filmstrips*, are in the library of the Audio-Visual Aids Branch.

The regulation that only two films may be supplied a school at one time applies only to schools operating one unit. Graded schools will be supplied with films according to their needs. In a setup operating more than one school, films may be retained for a total period equal to four school days per school plus time which would otherwise be required for transportation. Particulars should be supplied with each application for film service. Special arrangements will be made for circulating films on rural school circuits operated by A.T.A. Sub-locals, or in City systems.

The attention of Principals and Teachers is drawn to the circular of September 3rd relative to a number of series of interesting educational

pictures placed in the library of the Audio-Visual Aids Branch on extended loan by the United Kingdom Information Office, Ottawa. BRITISH EAST AFRICA, BRITISH FIGHT AGAINST MALARIA, and THE CO-OPERATIVE MOVEMENT are booked until May. However, we have a number of copies of the remaining sets listed in the circular available to schools. As stated formerly, these pictures may be retained in small schools for one week, and in larger schools for such time as may be arranged. In addition to those sets listed in the circular, two sets have recently been received:

G—8 RADAR: This set deals with the uses of RADAR ashore and in the air over Britain.

G—9 PENICILLIN: This set correlates with the Course of Study in Health. Its optimum grade placement is Grade VII and its grade spread is VII to XI.

The following new films have been added to the library since the circular of December 1st was published.

Title—T-117 COOLIDGE QUARTET, STRING ENSEMBLE; Subject, Music; Optimum Grade Placement, X; Grade Spread, IV - XI.

In this film, the Coolidge String Quartet presents "Andante" from "String Quartet in E Flat Major" by Carl von Dittersdorf, and "Fugue" from Beethoven's "Quartet in C Major," Opus 59, No. 3.

Title—T-118 JOSE ITURBI, (Two reels); Subject, Music; Optimum Grade Placement, X; Grade Spread, IV - XI.

In reel 1, José Iturbi plays "Sevilla" by Albeniz and "Fantasie Impromptue" by Chopin; in reel 2, three pieces for the harpsichord by Jean Phillippe Rameau; and on the piano, Liszt's Eleventh Hungarian Rhapsody.

Title — T-119 V R O N S K Y AND BABIN; Subject, Music; Optimum Grade Placement, X; Grade Spread, IV - XI.

In this film, the duo-pianists play "Waltz in A Flat" by Brahms; "Valse" by Arensky, and "Flight of the Bumble Bee" by Rimsky-Korsakoff.

Title — T-120 THE DISINHERITED; Subject, Social Studies; Optimum Grade Placement, X - XI; Grade Spread, X - XII

This film shows the crowded, unsanitary conditions of a great city in which its children live and play. In contrast, it shows the health and recreation centres which the Children's Aid Society has set down right in the middle of the slums. The film shows how boys and girls are given the opportunity for ideal citizenship.

Title — T-121 TEDDY BEAR'S PIC-NIC; Subject, Miscellaneous; Optimum Grade Placement, III; Grade Spread, I-VI.

This film pictures the mother and baby koala bears in characteristic environment and activities. The sound effects enhance this otherwise educational film.

Title — T-122 NEWS PARADE OF 1944; Subject, Social Studies; Optimum Grade Placement, IX; Grade Spread, VII - XII.

The film gives the high lights in world affairs of 1944.

Title — T-123 COFFEE FOR CANADIANS; Subject, Social Studies; Optimum Grade Placement, IX; Grade Spread, IV - X.

This film shows the roasting, bleaching, and packing of coffee; also the proper method of making coffee.

Title — T-124 COFFEE LAND TO CANADA (Kodachrome); Subjects, Social Studies, Biology; Optimum Grade Placement, IX; Grade Spread, VII - XII.

A full description of the cultivation and harvesting of the coffee tree is given in this film. In the background is the story of the activities of the people of Central and South America.

N.B. These two films on coffee have been donated to the library by Kelly, Douglas and Company.

Title — T-125 HEAT (Four reels); Subjects, General Science, Physics, Chemistry; Optimum Grade Placement, XII; Grade Spread, IX-XII.

The topics covered in this film produced by Johns-Manville Company include: the uses and nature of heat; transference of heat; insulation to control heat losses; the desirable characteristics of insulating materials; the testing of insulating materials; and the different types and their manufacture. The first half of the film is especially useful in science courses that include the study of heat.

Creative Writing Competition for Alberta Schools

The Alberta's Writers' Conference held each year as part of the University's Banff School of Fine Arts has two major aims: first, to encourage the collection of Alberta materials such as might be useful to creative writers; and second, to encourage Alberta writers to use Alberta themes and subjects.

With a view to encouraging these aims a committee representing the 1944 Writers' Conference approached the Provincial Chapter of the I.O.D.E. for the purpose of securing prizes for a Creative Writing Competition for Alberta Schools in the 1944-45 term.

The idea appealed to the officers of the I.O.D.E., who agreed to provide \$430.00 in prizes. The officers

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Association

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of the Provincial Department of Education approved of the idea and encouraged the competition. The result was that 184 entries were received for adjudication.

Encouraged by the response to the initial competition, the I.O.D.E. have again agreed to provide prize money for a second competition, for the 1945-46 term. Classifications and prize lists are as follows:

Class A—For Grades I-XII:

1. School Year Book (either 1945 or 1946 issue). Prize ... \$50.00
2. School Newspaper, Magazine or Periodical published between September 1, 1945, and May 1, 1946. Prize \$50.00
3. Rural School paper or Year Book (dates as in 1 or 2 above), only one and two-room schools eligible. Prize \$50.00

*Class B—For Individual Students,
Grades VIII to X inclusive:*

1. Poetry—Minimum of 15 lines. Prizes for girls .. \$15; \$10; \$5 Prizes for boys .. \$15; \$10; \$5 —\$60.00
2. Short Story—2000 words approximately. Prizes, \$20; \$15; \$5—\$40.00.
3. Alberta Background Essay—Biographical, historical, or descriptive—approximately 2000 words. Prizes ... \$20; \$15; \$5—\$40.00

*Class C—For Individual Students,
Grades XI and XII:*

1. Poetry — minimum of 15 lines. Prizes for girls, \$15; \$10; \$5—\$30.00. Prizes for boys .. \$15; \$10; \$5—\$30.00.
2. Short Story—approximately 2000 words. Prizes ... \$20; \$15; \$5—\$40.00.

3. Alberta Background Essay—Biographical, historical or descriptive. Prizes, \$20; \$15; \$5—\$40.00.

For rules of the competition and other information consult your Superintendent of Schools or write to the Director, Department of Extension, University of Alberta, Edmonton.

*Guidance for Prospective
Engineering Students*

Mr. L. F. Grant, Chairman of the Committee on the Training and Welfare of the Young Engineer of the Engineering Institute of Canada, has informed the Department of Education that his committee will be glad to give any assistance desirable to high school principals or Guidance officials in advising prospective young engineers. He wishes to call attention to a pamphlet entitled, "The Profession of Engineering in Canada," which has been sent to high school principals, and to aptitude tests that have been used for students wishing to become engineers. Information concerning the tests may be obtained from Dr. K. W. Vaughn, The Project Office, 437 West 59th Street, New York City; the charge for supplying the material and interpreting the results is \$1.00 per student. Further assistance may be obtained from the Chairman of the Student Counsellors Committee in Calgary and Edmonton whose addresses are noted below:

Mr. J. M. Hanna, 1122 Frontenac Avenue, Calgary, Alberta.

Dr. J. A. Allan, Department of Geology and Mineralogy, University of Alberta, Edmonton, Alberta.

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"Place Mat" Contest

Since the material about the "Place Mat" contest, sponsored by the Division of Nutrition of the Department of National Health and Welfare, did not reach all the schools, it has been decided to continue the contest into the month of January.

The purpose of this contest is to provide Canadian School children with a solid foundation in the principles of nutrition, with a view to making them and keeping them healthy Canadian citizens.

In our Province four competitions will be held, among the pupils of Grades IV, V and VI only:

1. Pupils in larger cities.
2. Pupils in smaller urban centres.
3. Pupils in villages and graded rural schools.

4. Pupils in one-room rural schools.

In each of these four competitions, three prizes will be offered:

First Prize — \$15 War Saving Certificate.

Second Prize — \$10 War Saving Certificate.

Third Prize — \$5 War Saving Certificate.

A "place mat" is an individual luncheon cloth which is used to cover the child's table or desk before he lays out his lunch.

The place mat may be of any material, paper, oil cloth, etc., but must not be larger than 15" by 18"; 10" by 14" is recommended.

The place mat must illustrate all five major food groups as listed in "Canada's Food Rules"; an example of each food group, with an indication of the amounts recommended for

daily use, must appear on the Place Mat. The food groups are:

1. Milk—Adults, $\frac{1}{2}$ to 1 pint. Children $1\frac{1}{2}$ pints to 1 quart.
2. Fruit—One serving of citrus fruit or tomatoes or their juices, and one serving of other fruit.
3. Vegetables—At least one serving of potatoes; at least two servings of other vegetables, preferably leafy, green or yellow and frequently raw.
4. Cereals and Bread—One serving of a whole-grain cereal and at least four slices of Canada Approved Vitamin B bread (whole wheat, brown or white) with butter.
5. Meat and Fish—One serving daily of meat, fish, poultry or meat alternates such as beans, peas, nuts, eggs, or cheese; eggs and cheese at least three times a week each, and liver frequently.

Illustrations may be of any type, e.g. animated cartoons, sketches, graphs, etc., and may be done by any suitable medium, e.g. crayon, pencil, paints, etc.

Additional information and material may be obtained from your Superintendent of Schools.

A number of the Superintendents have already forwarded the winning place mats in their schools to the Department of Education.

If no local machinery has been set up for judging, teachers are asked to forward the best three place mats in their schools to "Place Mat Contest," Department of Education, Edmonton, by February 15, 1946.

Teachers in the town schools, especially, are requested to encourage their children to participate, as competition in this section of the contest has not been keen.

Full name, address, grade, name of school, number of competition—whether town, city, village or rural—should be written plainly on the back of the Place Mat.

Our Debt to Our Teachers

(From *The A.M.A.*, Sept.-Oct., 1945)

CREIGHTON said that the test of a school's worth was what a pupil was when he reached the age of twenty-five. One might well advance the age, and say that the value of those who taught us is best known when we are approaching seventy. At that age (and long before) we have probably forgotten the greater part of what we learnt at school (possibly we had to unlearn much of it), but we are in better condition to pass judgment on our teachers, and to sift the good from the bad or the indifferent. If we were well taught the best of their words are always coming back. Perhaps we remember most clearly not their formal lessons but their incidental teaching, odds and ends that arose out of the lessons or sprang out suddenly apropos of apparently nothing. It is here that we recognize our chief indebtedness to our masters of long ago. They did more for us than they or we were aware of at the time, more perhaps than they aimed at doing. Only to one or two, most likely, did we have the chance later on of expressing our gratitude.

I have a specially kind feeling for "Jimmy," who took us new boys in hand when we were eight years old. He was not a scholar, but what he knew he taught well. He believed in the concrete, not the abstract, and came down to our level, talking in language that we understood. No pupil of his will ever forget his way of showing the need and value of possessive pronouns. If we had no possessive pronouns, this is how you would have to write home: "Tommy's, dear Mother," "Tommy has eaten Tommy's cake, and Tommy wants another." It was a lesson in the art of teaching young children, and, indeed, persons of any age.

W. E. T., to whom some of us went at a later stage, had all Jimmy's firmness, and a temper from which Jimmy was free. I must admit that he was a terror, but when he was under control he taught magnificently. He knew we had exams in front of us, so he drilled us in the technique of working out examination papers (would that Oxford dons would condescend to give such help). Still better, he impressed on us the value and importance of judiciously marking our books, so as to be able to make a rapid revision of our work. He also gave us our first interest in politics (it was the time of the early Gladstonian "Home Rule" fury) and made us, like himself, hot Conservatives.

J. B., the senior mathematical master, also interested us—a few years later—in politics, but in a more reasonable and semi-detached fashion. He was keen on local option, and the equalisation of the Poor Rate, and gave his views on these matters, but made no attempt to win us over to his side, always finishing up with: "That's how it strikes me. Don't know how it strikes you." Looking back over fifty years, what strikes me now is his perfect fairness and the sound common sense he showed in discussing disputed political questions.

J. B. was the first master to give me a rational way of studying history. The other masters told us nothing but dates and events and stories of battles. "What day is it?" he once asked. "The glorious First of June," I replied. That roused his contempt, and he proceeded to tell me what were the really important points to study, specially mentioning the growth of the Poor Law.

J. B. was one of the greatest teachers of mathematics in his day.

He made everything as clear as daylight, even the *Pons Asinorum*. He swept away all the difficulties about the cost of papering the walls of a room by saying: "Throw away all rules of thumb. Open your eyes, look at the room you are in. Use your common-sense." Without knowing what he was doing he was giving us the one sound method of attacking all the problems of life.

Another Master, besides being a good teacher of mathematics, gave us good advice on practical matters. I have long since forgotten his lessons on Algebra and Euclid, but I am always carrying out his injunction: "If you find a gate closed, leave it closed. If you find it open, leave it open. Then you can't be blamed. Besides, it may have been left open on purpose." Thus we learnt to assume that other people probably know what they are about, and that we shall not help by imposing our wisdom upon them.

No one loved Swinny; most of us had reason to wish him in another world. Like many other boys, I was incapable of learning how to draw, so the drawing department was a nightmare. Still, it was worth the sufferings it entailed to have it driven into us that "Something like" won't do, and still more that parallel lines as they go away from us appear to vanish or get closer together. Swinny was no metaphysician or theologian, but he was unconsciously giving me a principle that I was able to apply later on to deep questions in philosophy and theology, so I am grateful even to Swinny.

Of F. H., the senior classical master, I can only say, using a phrase coined by Bishop Gore, that I owe him a deep debt of ingratitude. He was a great scholar, but he had gained his first in Mods and Greats too easily to grasp the difficulties of average and below average boys. "What is the rationale of that construction?" was his way of asking, "Why is that noun in the genitive

case?" He set us hard tasks, and gave us no help. "Do these in alcaics," he would say after dictating a set of verses, but never explained what alcaics are. The essays he set were of the kind he had written for his Balliol tutor, but though he criticised them severely he never told us how to write them. Still, one day he did say something worth hearing: "Read Carlyle's French Revolution. You will find it more exciting than a novel."

Lastly, the Head-Master, Dickie, as we familiarly but not affectionately called him. We feared and hated him while we were under him, but afterwards we began a song of thanksgiving for the privilege of having been his pupils that has gone on ever since. We found we owed everything to him. No master can ever have aroused such an interest in the Greek Testament as he did; in teaching it he introduced us to Bengel's Latin epigrams, thus showing us how to make a half dozen words say more than many half-dozen pages. The beauty of prose rhythm was always being impressed upon us; he would make us read a chapter of Cicero over and over again to catch its matchless music.

Dickie began with some of us the practice of speaking Dickens as a language. If we had known Dickens better in our school days we should often have grasped Dickie's meaning better than we did. And it would have been counted unto us for righteousness. "Read Dickens," he almost thundered out after a magic lantern lecture on Dickens by "Professor" Malden, "and not that abomination of desolation, Sloper."

Dickie was a born teacher, and proved that he was versed in the science and art of teaching by periodically asking: "How much does a boy know?" and insisting on the answer "As much as he teaches himself."

Dickie was a strong disciplinarian. He was proud of hearing that his school had the reputation of being the best disciplined school in the

world. We took this discipline for granted, but there was no talk of self-expression in those days, nor were we conscious of any repression; we were rather grateful for being compelled to do what we were able to do, but might not have troubled to do if we had not been forced to

do it. Possibly the pendulum, which has in recent times swung the other way, may swing back. *Laudator temporis acti*. No doubt, but my experience of Dickie has convinced me that no school is worth having unless the Head-Master is wholesomely feared and thoroughly obeyed.

The Western Board of Music

By John Reymes-King

M.A., Mus.B. (Cambridge), F.R.C.O., A.R.C.M.,
Professor of Music, University of Alberta

The Western Board of Music conducts examinations in pianoforte, theory, violin, singing, organ, and other subjects. It represents the Universities and the Departments of Education of the Provinces of Alberta, Saskatchewan and Manitoba, and has three members from each Province: the President of the University, the Deputy Minister of Education, and a professional music representative from the University.

Some of the reasons for the existence of the Board may be stated. The Department of Education in each of these three provinces accepts Music for credit in the high school, whether based on courses given in the high school, or on an examination of a recognized board of music. For instance, Grade XII Music, that is Music 3, is equated with Grade VII Pianoforte of the Western Board in conjunction with the appropriate theory work. Another reason is to maintain a close contact between the examining body and those concerned with education: that is, the pupils, their teachers and parents. A further reason is to render to the community the most valuable service possible, at the most reasonable cost. The examiners will be the most eminent available, and compared with some other examining bodies the fees will be lower; but the time spent on each candidate will not be less, but, rather,

more. The examiner will be allowed sufficient time to hear each candidate adequately. There are many other advantages of the Western Board.

Secondly: there is now a new Syllabus for 1945, good until further notice. The pieces chosen represent a modern approach to musical education. They are useful for technical facility and also towards a practical acquaintance with a wide variety of worthwhile pieces by leading composers. The tests in technique, ear training, sight reading and theory, represent the enlightened view of the present day.

The Syllabus is the same for Alberta, Saskatchewan and Manitoba. Also there are seven examination books of selected pieces printed (which are used, not only by the three Provinces, but also by Halifax Conservatory of Music, by Mount Allison University and the University of Western Ontario).

The third aspect of the matter is that the examinations can now be carried out all over the Province. The Western Board of Music is the leading examining body in music in Manitoba, is prominent in Saskatchewan, and is now being widely established in Alberta. The West has grown up musically and is in a position to run its own examinations related to its schools and University.

Many connected with the Royal Schools of Music of London, England, and the Toronto Conservatory of Music, have a great respect for those institutions. The writer himself took the examinations of the former in England years ago; and taught at and examined for the latter until recently. But there is a need for a system of our own in this progressive West which is by no means the rearguard of musical progress.

The writer recently had a letter from a friend in England, who was an examiner here for the Royal Schools of Music over fifteen years ago, stating that Alberta had several pianoforte teachers as good as the best in the Royal College of Music, London, England. We have teachers, pupils and standards of excellence in the West which are quite worthy. With the passage of time we have come to the point where we do not need to send large sums of money out of the Province in order to have the progress of our pupils evaluated.

Under the fourth heading, I would like to answer some questions such as: Who will be the examiners? When will the examinations be held? and, What will be the standard of marking? The teachers seem to prefer visiting examiners of some eminence, and steps are being taken to secure those of unquestionable standing in the musical world, already widely known as examiners and adjudicators, many of them internationally. The dates are set after the last day of registration, when itineraries have been drawn up, probably for June and early July. Might the Western Board have a lower standard than that of the Royal Schools of Music and the Toronto Conservatory of Music? As a matter of fact, the Western Board will have a standard not lower than that of any other examining board. This is taken into account: for example, Grade XII music in the high

school is gained by Music 3 of the high school; or, together with corresponding theory, Grade VII pianoforte of the Western Board, or Royal Schools; or Grade VIII of the Toronto Conservatory; or the "Highest Grade" of the McGill Conservatorium.

Fifthly, how many candidates should there be in any one centre? Generally a conservatory outside of Alberta sends us an examiner when a financial loss will not be sustained, but, rather, a good margin will be assured. In the case of the Western Board of Music, since the fees will be low, the examiner eminent, and the time spent on each candidate generous, no large margin will be made; and the problem arises how few candidates could be accepted. In the large cities, there are always the pupils of several teachers together, but in the case of places some distance from a city, each will be considered separately. If it is at all feasible, an examiner will be sent. In some cases in the first year a loss might be sustained, but meanwhile there would be less deprivation of facilities afforded by official bodies in the Province. Inquiries on this and other matters* may be addressed to the Professor of Music, University of Alberta.

Lastly: The Western Board of Music is not merely local and insignificant; but, in the first place, will operate over a whole Province, and, in fact, three whole Provinces. It will be working with other bodies in Canada, that eventually there may be more uniformity all over Canada. There ought to be uniform arrangements in: syllabus, standards, interchange of examiners, and also in distribution of finances so that money will not be siphoned off from any Province to another. The Western Board in Alberta seeks to serve musically in the most extensive way at the smallest feasible cost. Now we are fully organized, one trusts

WHAT? Another Community Enterprise!

By Eleanor Hudson and Irene Minion

NEAR the beginning of each school year, many Division II teachers are confronted by the problem of how to present to their pupils their own immediate community in a new and interesting setting.

We began our enterprise in much the same way as we had done in other years. The pupils were learning the history of Raymond in a rather lukewarm fashion, so we cast about for some culmination which would enlist their interest. We hit upon the plan of "A First Settlers" party, to which all the pioneers of the community along with the children's parents were to be invited.

At first we had not intended to make any money on the affair, but the new guidebook for Days and Deeds arrived just at that time and we saw that many Extension Readers would have to be bought, so we decided to hold a sale of handwork in connection with the party. The children made pin plaques with pioneer motifs, rag dolls dressed as first settlers, papier-mâché book ends, blown eggs colored and enameled for Christmas tree decorations, and many other articles. These, when completed, made a very imposing array and the children were delighted with their effort.

One of the girls brought two lovely

that individuals will recognize the advantage and opportunity to themselves and Albertans generally afforded by the Western Board of Music.

*The Division of Music, University of Alberta, has the following for distribution: Syllabuses for private music teachers; "Two Radio Talks" and "Additional Information" for school officials, pupils and parents; "The Value of Music in School" for general distribution; "Schedule of Broadcasts" (over CKUA, 580 kc., 1-2, 7-8, Mondays to Fridays, including illustrations of the Western Board Syllabus on Fridays at 7 p.m.)

dolls to school to contribute to the cause; and these were dressed in baby clothes just alike and named for the first twins born in Raymond. A Japanese mother surprised us by making a complete outfit of pioneer clothing for each, so with two lovely outfits they were put on display in a store window and tickets for the raffle were sold readily, the more so because it was near Christmas and dolls such as these were scarce.

As the day of the party neared, the children wrote invitations to all the people who had come to Raymond in 1901 and 1902. A committee for refreshments had been formed, and we had to plan carefully to feed 200 people free, so we decided to serve something in keeping with pioneer days—good baked beans, rolls and punch.

We had engaged the Opera House for the event and were surprised at the interest aroused by the invitations. People were asking each other on the street, "Did you come here in 1902 or 1903?" Many were the stories of the old days told and retold.

We teachers ransacked attics until we had costumes for ourselves and the children. We rather fancied ourselves as pioneers, and rehearsals went off well.

Getting ready was so much fun that school days simply flew by and the great day arrived and went more or less according to the plan in spite of minor mishaps.

As the first settlers arrived at the hall they were asked to autograph visitors' books which we had made, and they were then ushered to their seats. We had to work without a curtain, so we capitalized on that and used a child announcer for each dra-

matization. The whole thing went through without a break or intermission. The youthful actors entered into the pioneer spirit, and we lived with them the old days told in play and song.

One dramatization which the old-timers seemed to enjoy particularly well was "The First Stampede." A fence was improvised on the stage, and children stood and leaned against it looking off-stage where the bucking and bull-dozing were supposed to be going on. Voices called out such things as "Watch chute II," "Here comes De-Loss Lund on Thunderbolt," accompanied by a running chatter of stampede vernacular from lookers-on.

After lunch the highlight of the day came when Mr. Hicken, our Principal, asked all the first settlers to come to

the platform, and he introduced them to the children with a little anecdote about each one.

Then the handwork booth was opened and promptly bought out. We could have sold twice as much as we had. When we counted the spoils, we found a clear profit of seventy-five dollars. The School Board matched this sum, and we were able to buy \$150.00 worth of books for our two grade fives. The children were anxious to read them and to put jackets on them; we noticed that they are much more careful with these books which they helped to buy.

We and the children enjoyed this enterprise more than any we did during the year, and the pupils feel they are a part of a living, growing community.

RIB TICKLERS



A boy was about to purchase a seat for a movie in the afternoon. The box office man asked: "Why aren't you in school?"

"Oh, it's all right, sir," replied the boy. "I've got the measles."

After the third inning, the umpire picked up a megaphone and announced, "O'Grady now replaces Murphy."

From the grandstand came a voice, "Planagan now leaving the ball park."

The Morgan child was one of those youngsters who cried for a thing until he got it. One day he wanted a turtle. His father bought him one. A few days later he reported tearfully that the turtle was dead.

"Never mind, Georgie," his father consoled him. "You eat your dinner quietly and then we'll give the turtle

a wonderful funeral." He painted glowing details.

Georgie's tears dried. He gulped his dinner and ran back to the turtle. "Poppa," he shouted, "come quick."

His father ran out to the garden aquarium and found the turtle swimming happily around. "Why, the turtle's alive," he exclaimed.

"Yah," said Georgie, "let's kill him."

Teacher: This makes five times I have punished you this week. Now, William, what have you to say?

Bill: Well, I'm glad it's Friday.

Ethel, arriving home after her first day at school, was asked by her fond mother: "Well, darling, what did they teach you?"

"Not much," replied the child, "I've got to go back again tomorrow."

INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary.

Mechanical Drawing for the Intermediate School

By FRED E. WHITTLE, Calgary

IT seems advisable that a revised program of Industrial Arts for the Intermediate School should include a short course in Mechanical Drawing. Just what the shape and extent of this course will be will not be known until program revision work, at present well under way in the Province, is completed. We can be reasonably certain, however, that Mechanical Drawing will find a place on the program—very likely as a required course in each of the three grades. With this in view, the following observations should be of more than passing interest at this time.

At the beginning we must be certain of one thing: that the idea of Mechanical Drawing is sold to the students. Not sold on the grounds that it is on the course and hence must be done, but sold on the basis of usefulness—immediate usefulness. The beginners should gain considerable appreciation of working drawings by using prepared plans to work from in their first few months in the shop. Demonstration and instruction at convenient times throughout these beginning months should aim at helping the student to read plans; at revealing the usefulness and convenience of drafting equipment in preparing these plans and others which the student will need in doing successful shop work. That the drawing board and tee-square can be a remarkable aid in art work, mathematical problems, science and social studies charts and diagrams, could be made apparent to the students. By the time these boys have worked through an elementary

course in Mechanical Drawing they should be able to make working drawings of shop projects which conform to the elementary principles of drafting. Several should be keen enough to make a drawing board and tee-square for their own use. A few should become sufficiently interested and adept to want to do more such work in preference to shop projects.

Just what constitutes a good elementary course is difficult to determine. Certainly, however, it should include:

1. The reading of simple blueprints.
2. Careful demonstration and explanation regarding the use and care of equipment.
3. Definite instruction regarding standard practices—the printing, the figures, the language of lines, the necessity for exactness and neatness.
4. Instruction in Orthographic Projection and the meaning and use of a scale.
5. Work on the part of the students aimed at the development of skill and manipulation; the application of principles learned; problem solving; the preparation of working drawings.

The course itself could well be started mid-term in Grade VII and be carried on for about six weeks, this time being devoted to instruction, demonstration and the actual mechanical drawing on the part of the students. Probably four plates would be completed in this time. Suggested are the following:

1. Exercises using the tee-square and triangles.
2. Printing practice using the actual type and size of printing desired by the instructor.

3. Simple orthographic—full size.
4. Simple orthographic—to scale.

During the first weeks in Grade VIII the course could be concluded with about four more plates. These assignments could include working drawings of wood turning, surface development, geometric problems, more advanced orthographic problems than presented in Grade VII.

It would seem advisable to build a course around topics which have as much carryover into actual shop work and school work as can possibly be fitted into a formal program. Some standard layout of sheets should be adhered to throughout; a portfolio in which to bind the finished pages is in itself a good project. The program is considered concluded at this point only in that the boys, having worked and thought their way through this much mechanical drawing, should be able to

prepare working drawings of shop projects. Thus they use what they have learned.

A similar period of time could be used in Grade IX along more exploratory lines. These students will be acquainted with Oblique and Cabinet projection. Blueprinting is generally very interesting to boys—the necessary tracing demands considerable care and patience. Surface development exercises actually carried out in metal projects should prove very satisfactory drafting problems.

A required course in mechanical drawing will create problems of equipment and space which will have to be solved locally. Certainly equipment for a whole class is desirable. A special room for drafting and instruction is the dream of most shop instructors.

THE TEACHERS OF FRANCE . . . *and World Peace*

By Irvin R. Kuenzli

(From *The American Teacher*, November, 1945)

ONE of the hopeful signs that world peace ultimately may be attained is the fact that union teachers of France have survived the sufferings of World War II more determined than ever that world education for brotherhood of man shall be a primary task in the period of reconstruction. Since World War I the French Teachers' Union (syndicat) has been one of the most ardent advocates of peace through education. While the Germans carefully and systematically inculcated through education a psychology of war, the French were advocating and teaching a psychology of peace. During the summer of 1937 I had the pleasure

of representing the teachers of America at a conference on public education arranged by the French in connection with the Paris World Exposition. The theme of this meeting was "Peace through Education." Thus while Germany was putting the finishing touches on its war machine, the French were vainly attempting to complete the machinery of peace. The teachers from Germany and Italy were conspicuously absent from this Paris conference on education for peace.

Had the German teachers devoted themselves to the philosophy of peace as did the French teachers, it is probable that World War II would never

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have happened. In all of our post-war planning there is probably no more important fact than this: if some nations educate for peace and others for war, there can be no peace. If all nations through a program of international education should educate for peace, war would become an improbability if not an impossibility. A psychology of peace built up in all nations through education would be a more powerful preventative of war than is the mass fear created by the havoc of the atomic bomb. The power to kill is destroyed when the will to kill is removed through education. Education alone can be the effective weapon against the almost unlimited destructiveness of scientific discovery. The hope of the world lies in a successful system of international education. This essentially has been the philosophy of the French teachers during the last quarter of a century.

That the indescribable sufferings of the French teachers during World War II has not destroyed the indomitable will to attain the age of peace through education is dramatically emphasized in the following telegram received by the Secretary-Treasurer of the AFT on October 2, 1945, from Mr. Louis Dumas, president of the teachers' union of France, general secretary of the International Federation of Teachers' Associations and one of the few survivors among the leaders of the French teachers' union:

Tell our friends and brothers in the American Federation of Teachers that the French Teachers' Syndicate (union) is stronger than ever,

with 110,000 members out of 180,000 teachers. During the occupation French teachers worked practically unanimously for liberation through all underground means. Unfortunately Secretary Lapierre died at the Dachau concentration camp, and Treasurer Cormier at Ravensbruck. The Nazis also killed assistant secretary Rollo and many other leaders. The small group of collaborationists were expelled from the union and from the teaching profession.

The problems of production and consumption in our economy are still unresolved. Permanent international co-operation and mutual understanding are urgently required to destroy those ideologies of tyranny which still remain. Labor must lead the peoples of the world in a new war against the destruction of mankind.

French teachers thank your American boys for the sacrifices made for our common ideals and for liberation from tyranny.

LOUIS DUMAS.

An Irish truck driver was charged with reckless driving and with having stopped his truck so suddenly that a car behind him smashed into him. The judge asked him why he had not held out his hand.

Pat immediately answered: "If the poor fool couldn't see me truck, how in Hivin's name could he see me hand?"

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The MATH-SCI Corner

DR. A. J. COOK J. T. CUYLER, B.A. EVA JAGOE, B.A.
University of Alberta Medicine Hat Calgary

While contributions may be sent to any of the Co-Editors, those concerning the intermediate and elementary school are of special concern to Miss Jagoe, c/o Faculty of Education, University of Alberta, Calgary. Send high school science material to J. T. Cuyler, Alexandra High School, Medicine Hat. High school mathematics items should be sent to A. J. Cook, University of Alberta, Edmonton.

What's Worth While in Science

An old issue of Science Education contained an article by Harold E. Wise of the University of Nebraska which is worthy of review.

With the permission of the Publisher, we are appending herewith a statement of the 100 principles which were found to rank highest in importance for general education.

They will no doubt bear reconsideration by those interested in Science teaching. They are as follows:

1. Solids are liquefied and liquids are vaporized by heat; the amount of heat used in this process, for a given mass and a given substance, is specific and equals that given off in the reverse process.

2. Every pure sample of any substance, whether simple or compound, under the same conditions will show the same physical properties and the same chemical behavior.

3. The rate of evaporation of a liquid varies with temperature, area of exposed surface and saturation and circulation of the gas in contact with the liquid.

4. A fluid has a tendency to move from a region of higher pressure to one of lower pressure; the greater the difference, the faster the movement.

5. When there is a gain in mechanical advantage by using a simple machine, there is a loss in speed and vice versa.

6. Oxidation and reduction occur simultaneously and are quantitatively equal.

7. Oxidation always involves the removal or sharing of electrons from the element oxidized while the reduction always adds or shares with the element reduced.

8. When waves strike an object, they may either be absorbed, reflected or transmitted.

9. Any two bodies attract one another with a force which is directly proportional to the attracting masses and inversely proportional to the square of the distance between their centres of mass.

10. The principal cause of wind and weather changes is the unequal heating of different portions of the earth's surface by the sun, thus all winds are convection currents caused by unequal heating of different portions of the earth's atmosphere, and they blow from places of high atmospheric pressure to places of low atmospheric pressure.

11. An electrical charge in motion produces a magnetic field about the conductor, its direction being tangent to any circle drawn about the

conductor in a plane perpendicular to it.

12. The pressure in a fluid in the open is equal to the weight of the fluid above a unit area including the point at which the pressure is taken; it therefore varies as the depth and average density of the fluid.

13. Movements of all bodies in the solar system are due to gravitational attraction and inertia.

14. The materials forming one or more substances, without ceasing to exist, may be changed into one or more new and measurably different substances.

15. The amount of heat produced by an electric current is proportional to the resistance, the square of the current and the time of flow.

16. When two bodies of different temperature are in contact, there is a continuous transference of heat energy, the rate of which is directly proportional to the difference of temperature.

17. Energy can never be created or destroyed; it can be changed from one form to another with exact equivalence.

18. An electric current will flow in the external circuit when two metals of unlike chemical activity are acted upon by a conducting solution, the more active metal being charged negatively.

19. When light rays pass obliquely from a rare to a more dense medium, they are bent or refracted toward the normal and when they pass obliquely from a dense to a rarer medium they are bent away from the normal.

20. Sound is produced by vibrating matter and is transmitted by matter.

21. Electrons will always flow from one point to another along a conductor if this transfer releases energy.

22. Most bodies expand on heating and contract on cooling; the

amount of change depending upon the change in temperature.

23. Like electrical charges repel and unlike electrical charges attract.

24. If a beam of light falls upon an irregular surface, the rays of light are scattered in all directions.

25. Heat is liberated when a gas is compressed, and is absorbed when a gas expands.

26. If the same pressure is maintained, the volume of a gas is varied directly as the absolute temperature.

27. The natural movements of air, water and solids on the earth are due chiefly to gravity plus rotation of the earth.

28. All substances are made up of small particles called molecules which are alike in the same substance (except for variations in molecular weight due to isotopes) but different in different substances.

29. Heat is transferred by convection in currents of gasses or liquids the rate of transfer decreasing with an increase in the viscosity of the circulating fluid.

30. Parallel light rays may be converged or focused by convex lenses or concave mirrors; diverged by concave lenses or convex mirrors.

31. Whenever an opaque object intercepts radiant energy traveling in a particular direction, a shadow is cast behind the object.

32. The higher the temperature of the air, the greater the amount of moisture required to saturate it.

33. The dispersion of white light into a spectrum by a prism is caused by unequal refraction of the different wave lengths of light.

34. Elements and compounds to which the cells of living organisms react specifically produce physiological effects.

35. An e.m.f. is induced in a circuit whenever there is a change in the number of the lines of magnetic force passing through the circuit.

36. A body immersed or floating in a fluid is buoyed up by a force equal to the weight of the fluid displaced.

37. Charges on a conductor tend to stay on the surface and to be greatest on the sharp edges and points.

38. The work obtained from a simple machine is always equal to the work put into it less the work expended in overcoming friction.

39. The earth's surface may be elevated or lowered by interior forces.

40. An induced current always has such a direction that its magnetic field tends to oppose the motion by which the current was produced.

41. The electrical current flowing in a conductor is directly proportional to the potential difference and inversely proportional to the resistance.

42. Incandescent solids and liquids emit all wave lengths of light and give a continuous spectrum.

43. All materials offer some resistance to the flow of electric current, and that part of the electrical energy used in overcoming this resistance is transformed into heat energy.

44. All matter is composed of single elements or combinations of several elements and can be analyzed by chemical processes and divided into these constituents.

45. The dimensions of an image produced by a lens or a mirror are to the dimensions of the object as their respective distances from the lens or mirror are to each other.

46. Energy is often transmitted in the form of waves.

47. An electric current may be produced in three ways; by rubbing or friction, chemical action, and the use of magnets.

(To be continued)

The Role of Quantitative Thinking in Education

(Continued from the December issue)

Space, time, matter and energy do not of themselves form an adequate description of the basic elements in the world scene.

There is not time to discuss the phenomenon of life emergence, nor the gradations of life forms. Rather we shall assert that of all living phenomena, the human self is the most significant. Hear the modern biologist:

"It is not mere anthropocentrism to assert that man is the highest product of evolution to date: it is a statement of simple biological fact . . . Also . . . (1) the human species is now the sole repository of any possible progress for life . . .

. . . it is a biological impossibility for any other line of life to progress into a new dominant type—not the ant, nor the rat, nor the dog or ape. (2) With the evolution of man, the character of progress becomes altered. With human consciousness, values and ideals appeared on earth for the first time . . . The quest for truth and knowledge, virtue and goodness, beauty and aesthetic expression, and its satisfaction through the channels of science and philosophy, mysticism and morality, literature and the arts, becomes one of the modes or avenues of evolutionary progress."—(J. S. Huxley, Hibbert Journal, April, 1943)

The self has certain obvious characteristics, which are not describable in space, time, matter and energy terms. Humility, envy, cooperativeness, greed or courage are not measurable in grams, centimetres and seconds.

The problem of self-hood is the central problem of each child born in each generation. The problem is the recognition of self-centredness as the focal point of human misery,

and the necessity for self-displacement before genuine self-growth is possible. Someone has said that the six greatest words in the world are: "Know yourself" (Socrates), "Control Yourself" (Cicero), and "Give (Lose) Yourself" (Jesus).

Now the plain fact is that the multiplication of material goods and comforts does not provide the means for self-growth; often it serves to act in the opposite direction.

During these last terrible generations it is as though the glittering triumphs of materialistic thought had bewitched us with their magic spell, luring us to our doom by their false promises, which in effect were appeals to sheer idolatry. We are awaking out of this spiritual stupor, I believe, to realize that there is more to life than material goods and comforts.

But it is not enough to awake out of stupor. We should realize that we have been misled as to the bases and objectives of living. We shall always be prey to soft philosophies unless we get grounded in the great spiritual verities of our highest civilization.

The lesson which we must learn is that our universe is much deeper in its nature and meaning than space, time, matter and energy. It is morally constituted, but more, at its heart are the whatsovers of sublime goodness, wisdom and beauty. Those who ignore these majestic universals do so at their own life-peril. Children must come to see that true greatness is to be found in terms of absolute integrity of conduct, in self-control of appetites, in loving, skilful, self-abnegating service to their fellows.

Moreover, they must see that any other life-groundwork will lead to self-frustration, however fine looking are its pretensions.

These are hard sayings, but it is a bitterly disillusioned world we look-out upon. We are being taught again that material aggrandizement is the

sure way to spiritual anarchy.

We have sought material goods first and foremost, neighbor if and when expedient, and God—well, long since such a superstition has been dispelled—how?—in terms of space, time, matter and energy! And so the blind have led the blind. The first command (and a command is not an "if you please" or a "would you mind," but a stark imperative) is: Love God with everything you have; the second is: Love neighbor as self. Then, and then only, will material goods and the human relationships involved in them get put to rights.

Children and grownups alike must come to see that what is right is fundamental to a sane society. In the old phrase it is "righteousness alone that exalteth a nation." What is right means what is right in your home conduct; in your conduct as teacher; in your conduct as colleague. This is far more important than our prestige, our pose (which even a small child can see through!), our easily offended feelings, and so on!

Our quest for material comfort and security is essentially a soft thing — until our pseudo-rights to possession are challenged. Such a quest leads to no educational philosophy worth having, for it is basically acquisitive rather than co-operative.

But putting what is right first is the harder part, for it means a battle; we need fighting quality; life is a warfare perpetual; there is continuous need for alertness, courage, faith, confidence, and tolerance. Indeed the whole enterprise of exalting righteousness, that is, of putting things to rights and keeping things right requires battle fitness.

It is just here that educational practice has so often failed us. The hard sayings, the need of inner quality, the vision of life as a battlefield, have been displaced through a fear of being thought narrow or strict.

(To be continued)

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ATHABASCA

The regular monthly meeting of the Athabasca Sub-local was held in the Athabasca High School on December 1, 1945. Eight members and Superintendent Hodgson were present. Miss E. Dodd led a round-table discussion dealing with "Mathematics in the Intermediate Grades." Many helpful ideas were exchanged. A suggested plan for a Christmas Enterprise was distributed to those present. At the close of the meeting, the teachers enjoyed a pleasant social hour.

The first meeting of the Athabasca Local was held in Colinton School on Saturday, Dec. 1st, with all officers, councillors and members of the salary negotiating committee present.

The officers are as follows: President, Mrs. E. B. Parker Norden, Colinton; Vice-President, Miss O. T. Forbes, Boyle; Sec.-Treasurer, Miss L. R. Scott, Colinton; Councillor from Rochester-Tawatinaw Sub-local, Miss Borthwick, Rochester; Press Correspondent, Mrs. S. R. Adamson, Athabasca; Councillors to A.G.M.: Mr. Norden, B.A., Athabasca, Mr. Deeprose, B.A., Boyle. The Salary Negotiating Committee is comprised of Miss O. T. Forbes, Boyle; Mr. A. B. Nimko, Meanook; Mr. A. J. Wilkie, Boyle.

A resolution opposing the abolition of the Board of Reference and Security of tenure is to be sent to the Premier of the Province, to the Minister of Education and to our M.L.A. The Local intends sponsoring a testing program on English in the near future. These tests will be distributed through the Sub-local.

There was a brief discussion on salaries, grants for Sports Meets, gramophone records, professional library. The organization of the Central Track meet will be a topic for discussion at the January meeting.

Plans are being made for frequent news letters to keep the teachers advised of the activities of their Local.

BELLIS

The reorganization meeting of the Bellis Sub-local was held at the Yuma High School on Sept. 29. The following is a slate of officers elected: President, J. E. Shubert, Vilna; Vice-President and Councillor, G. Meronyk, Bellis; Sec.-Treasurer, Miss S. Zetaruk, Bellis; Press Correspondent, M. W. Rudak; Social Conveners, Misses Hannochko and Radomsky. It was decided that the meetings should be held on the first Saturday of each month in the Yuma High School, at 2:00 p.m.

The second meeting of the Bellis Sub-local was held on Dec. 1. The main item of business was a report by Mr. Meronyk on the Executive meeting held at Smoky Lake,

at which, among other matters, the salary question received special attention. An active discussion followed, and a motion was passed to the effect that the present provision in the Divisional salary schedule re bonuses for heavy schools is inadequate. Mr. Meronyk was instructed to express the views of the Bellis Sub-local on this question at the forthcoming Executive meeting.

BOYLE

The regular meeting of the Boyle Sub-local was held in the Boyle High School on Nov. 24, at 8 p.m. There was a very good representation of the teachers at this meeting. Routine business having been disposed of, the members decided unanimously to go on record as strongly opposed to the following resolutions passed at the recent Trustees' Convention and forwarded to the government: (1) The resolution re the abolition of the continuous contract; (2) The resolution re the abolition of the Board of Reference. The secretary was instructed to notify the Athabasca Local to this effect. Mr. Hodgson, the Divisional Superintendent, was present and spoke on Remedial Work, the Grade IX Examinations, and the Central Library. The meeting was further highlighted by the visit of the teachers, Mrs. Adamson, Miss Bucholtz and Miss Scott, from Athabasca and Colinton. The afternoon lunch served to a close by a very delicious lunch served by Miss Andrusski.

CALGARY RURAL

At the meeting held in the Public Library in Calgary on Dec. 1, the drawing up of an educational research committee was tabled, and, after some discussion, it was decided to hold over the appointment of a convention committee until early in September of next year.

An Auditing Committee, composed of Mr. Floen, Mr. Ralph Russel and Mrs. James, was chosen by election; and Mr. J. Majakay was chosen to head a Sports Committee, with the power to add any and all delegates to this committee as he sees fit. Delegates to the Regional Council were elected: Miss E. Konklin, and Mr. J. A. Brown. There was quite a discussion about the Salary Negotiating Committee's report, and proposed schedules were voted on and accepted.

Mr. Russel moved that the Executive draw up a proposed schedule of programs to be followed at succeeding meetings, and this motion was unanimously passed before adjournment. Mr. Bolton, of the National Film Board, gave an informal talk on his work in connection with the schools.

Since this meeting, the first issue of the Local Bulletin has been sent to all teachers. The editor, Mr. J. Majakay, of Airdrie school, is to be congratulated on this issue, and is seeking suggestions and comments to make further issues of interest to the teachers of the Local. The winner of the scholarship for Grade IX, offered by this Local for last year, was Charles Henry Hansen, pupil of Miss G. Edler, Airdrie School, 1944-45.

CHIPMAN

The Chipman Sub-local held its meeting at Hilliard at the home of Mr. Michael Krezanowski on Nov. 23, with twelve teachers present. A very interesting report based on the salary schedule for the Lamont School Division was given by Mr. Michael Krezanowski. Discussion followed and motions were passed to the following effect:

That we go on record as supporting the Lamont Executive's decision in tabling the resolution passed at the 1945 Convention re

salary increase, and also support the proposed demand of \$1200 minimum for 1946-47 term.

That the Divisional Board adopt some system of scholarship for Grade IX and Grade XII pupils.

That a festival be held next year.

That we hold a field track meet next year.

Following the meeting, Mrs. Michael Krenzanski served the teachers a most delicious lunch.

COALDALE

The Coaldale Sub-local met on December 3rd in the Coaldale School. Arrangements were made for a Musical Festival, to be held on April 5th, in Coaldale.

Mr. Holt and Mr. Knowles guided a discussion on the topic, "Remedial Work in High School Reading Skills and Techniques."

The staff of the White School served lunch.

EDMONTON HIGH SCHOOL ENGLISH TEACHERS

The Edmonton High School English Teachers' group are recommending to the Department of Education that all High School English teachers of Alberta should use the card system of recording Supplementary reading attainment.

In this way a record of a student's reading for each of the three high-school years would be kept. This would prevent the student from being credited for the same book in different years and the card could be transferred from one school to another with the student. It could be arranged as follows:

Name of Student.....		
Teacher's Name		
Grade X	Grade XI	Grade XII
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Our group thought this recommendation might be used as a suggestion in the A.T.A. Magazine.

ELK POINT

A special feature of the meeting of the Elk Point Sub-local of the Alberta Teachers' Association, held during the week of Dec. 3, was a talk and demonstration by Miss Sarah Cheshire on the subject, "Dramatics in the Intermediate School." After outlining the course in Dramatics, Miss Cheshire emphasized the importance of Voice Training and the correlation of Dramatics with other subjects of the school course. A demonstration of various phases of the course was then presented, with the aid of various students of the Junior High School. Among those taking part in the demonstration were: Jeanne Scraba, Joyce Millholland, Virginia Arnold, Evelyn Bartling, William Maksymuk, Neil Pringle, Larry and Roy Johnson. Mr. R. Racette, Inspector of Schools, addressed the meeting on the importance of

School Festivals and Field Days. Plans were made for these forthcoming events in the spring. A committee of teachers, consisting of R. E. Beattie, Sidney Holthe, Mrs. N. E. Sumpton and Mrs. E. McDonnell, was formed for the purpose of preparing standardized arithmetic tests.

FACULTY OF EDUCATION

At a meeting of the Faculty of Education Local in the Education Building on Tuesday, Nov. 22nd, Mr. J. W. Barnett addressed about 200 members of the Local.

The speaker's first remarks were directed particularly to that group of students that had not yet been teaching. He commented briefly on the aims of the Association when it was organized 24 years ago and on the work of the A.T.A. with respect to pensions, larger educational units, and the facilities available to members of the A.T.A. These included the subscription to the A.T.A. Magazine, use of the A.T.A. Library, and the opportunity of submitting articles to the Magazine.

A general discussion period followed. It was decided to appoint the representatives to the A.G.M. at a later date.

The Education Undergraduate Society met December 12, 1945, in the Education Building, for the purpose of electing delegates to the Annual General Meeting. President Allan Ronaghan was in the chair. Mr. F. J. Edwards and Mr. E. Culley were chosen as representatives of the E. U. S. Members disbanded with the President's reminder that they make a special point of reading "Messrs. Hire'm and Fire'm" in the current issue of the A.T.A. Magazine.

GRANDE PRAIRIE

The third regular meeting of the Grande Prairie Sub-local was held on Saturday, December 1st, in the Grande Prairie High School, the president, Mr. Menchin, in the chair. The meeting, though short, was interesting, for Mrs. Baker, who makes such a success of her Social Studies classes, gave a very interesting review of "Red Star Over China," by Edgar Snow. For those among us who are prevented by the pressure of many duties from reading as much as we should like, a book review by Mrs. Baker is the next best thing. The absent members missed a treat.

HAIRY HILL

A meeting of the Hairy Hill Sub-local was held on Friday, Nov. 3rd, at 8 p.m., in the New Hairy Hill School, with Mr. N. Poohkay presiding. After the reading of the minutes and the Councillor's report, joint meetings with either Willingdon or Two Hills Sub-locals were discussed. Arrangements were to be made to invite either of the Sub-locals. The election of the Councillor was left for this meeting. Mr. S. Tkachuk, the former councillor, had done his duty so well that he was elected by acclamation.

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and Mrs. Hardy. The next meeting will be held at the home of Mrs. H. Hutchison on Sat., January 12th. *

The first meeting of the new Holden Local Executive for 1945-46 was held December 13th at the Holden Divisional Offices.

Mr. L. Olsen, immediate past president, turned the meeting over to the new president, Mr. J. D. McDonald. With Mr. McDonald were Mr. A. Elliott, vice-president, Mr. J. R. Hemphill, secretary-treasurer, and Miss Skenfield, Miss B. Poaps, Mr. W. Brushett, Mr. L. Olsen, Mr. H. Ross, Mr. A. Richardson and Mr. W. S. Elliott.

Interesting discussions were held concerning a professional library, sub-local fees and the salary schedule. Mr. L. Olsen and Mr. A. Elliott presented a report on the East Central District Council meeting held in Wainwright on Dec. 1st, and it was felt by the Executive that, with such a District Council being formed, a definite and professional step forward had been taken.

INNISFREE-RANFURLY

On the evening of Dec. 6, the Innisfree-Ranfurly Sub-local held its second meeting in the Ranfurly School. The main topic of a lively, enthused meeting was "Our Pension Scheme," led by Mr. Pshyk. The outcome was a resolution moved by Mr. Waddell concerning pensions, which resolution was to be forwarded to the Vegreville Local Executive. Mr. Olsenberg, our Local Councillor, was present and enlightened the members on several points concerning pensions. Miss McLeod gave a very interesting talk on "Physical Education in the School." Lunch was served by Miss Taylor and Miss Romanuk in the Ranfurly teacherage. Attendance was very good.

LAC STE. ANNE

The Executive of the Lac Ste. Anne Local held a meeting at Onoway on Saturday, December 8. Among other matters discussed was the present salary schedule. Those present were: Mr. G. Crawford, Mr. F. J. Woodhouse, Mr. T. Johnson, Mr. J. Woyewitka, Mr. E. I. Hepburn, and Miss D. Musterer.

MARWAYNE-STREAMSTOWN

The meeting of the Marwayne-Streams-town Sub-local was held in the Marwayne School on Thursday, November 29, with seven teachers present. Discussion centered upon the difficulties of transportation to the meetings. It was decided to serve lunch as an inducement for greater attendance. There was some discussion re salary schedules. This Sub-local will hold its next meeting in February.

PARADISE VALLEY

The first meeting of the Paradise Valley Sub-local was held in the Intermediate room at Paradise Valley. The slate of officers elected for the year were: President, Mr. Moncrieff (re-elected); Vice-President, Mr. Carlson; Sec.-Treas., Miss Jean McLean; Press Correspondent, Miss Chinell. It was decided that the next place of meeting be set at each meeting. A fee of one dollar will be charged each member. The date of the meetings will be the first Wednesday of each month. After the business part of the meeting, a delicious lunch was served at the home of Mrs. Moncrieff. *

A meeting of the Paradise Valley Sub-local was held at the home of Mr. Aalborg. It was decided to have a Musical Festival.

The A.T.A. Magazine

The members discussed different games in the school which would add to the enjoyment of the pupils. During a discussion on reading in the school, mention was made of the different magazines, periodicals and newspapers of greatest value in a school.

After the business was concluded, the members adjourned to the home of Mr. and Mrs. S. Tkachuk. After a few hands of bridge, an enjoyable lunch was served by the host and hostess.

A meeting of the Hairy Hill Sub-local was held on Friday evening, Dec. 7th, in the New Hairy Hill School. It was impossible to arrange a joint meeting with either Willingdon or Two Hills, so just a Sub-local meeting was held. The minutes were read and the Councillor's report was given.

Then Mrs. H. Greluk gave a talk on "Music in the School." Mr. M. G. Toma chose as his topic, "The Ideal School." For the next meeting, which is to be held in Hairy Hill on January 4th, it was decided to have a panel discussion on "Democracy in the Classroom."

After a few games of ping-pong, the teachers had a few hands of bridge at the home of Mr. and Mrs. N. Poohkay, after which the host and hostess served a delightful lunch.

HALKIRK-GADSBY

The organization meeting was held on Nov. 5th, with the following officers elected: President, Mrs. Gwen Lang; Vice-President, Miss Dora Dart; Sec.-Treas., Mrs. P. Wallin; Member for Salary Negotiating Committee, Mr. Wm. Barnett; Councillor, Miss Helen Taylor.

The first regular meeting was held at Halkirk, Dec. 14, at 8:30 p.m. Owing to severe weather the attendance was small. It was agreed by those present that the projector under consideration should be purchased immediately. The date for the next meeting was set for January 11, when the regular program for the year will be outlined.

HINES CREEK

On November 19th, the reorganization meeting of the Hines Creek Sub-local was held in the high school. The following officers were elected: President, Mrs. S. Erickson; Vice-President, Mr. A. Stosky; Sec-Treasurer, Miss Dorothy Storm; Councillor, Mr. A. Stosky; Press Correspondent, Mrs. A. Stosky. The next meeting will be held in the high school on Dec. 8th, where a definite date will be decided upon for future meetings.

HOLDEN

The Holden Local held their last meeting on Saturday, Dec. 8, at the Brushett home. Nine members were present. Mr. Brushett reported on the Wainwright meeting with respect to geographic representatives. Following brief discussions about immediate problems, Superintendent Erickson spoke on "Home and School Associations." The meeting closed with carol singing, after which a dainty lunch was served by Mrs. Brushett.

The various items re the festival will be discussed at the next meeting, so we urge full attendance. The next meeting is tabled for Wednesday, January 9, at McLaughlin.

After the meeting a delightful lunch was served by Mrs. Alborg.

REDWATER-OPAL

The third meeting of the Redwater-Opal Sub-local was held, as scheduled, at the home of Mr. and Mrs. Chaba, the Opal teachers, on December 5, 1945. Nine members were present. The meeting was called to order at the duly appointed time of 8:30 p.m. Mr. Kraychy then read the minutes of the second meeting, which were moved, seconded and carried.

The only discussion arising from the minutes was in connection with Educational Movies. The showing will not be held as first scheduled; but Mr. Kraychy was given Mr. R. B. Smith's address so that he can get in touch with him regarding his itinerary.

A new item of business was a report by our Councillor, Mr. W. Chaba, regarding the Constitutional changes in provincial elections. The list of the teachers will be published in the magazine well in advance of the election date in order to keep errors from creeping in due to short notice, and the changing of staff in the Division. A committee was selected at the Local meeting to handle this business.

Since the Negotiating Committee will have to meet the Board about changes in the salary schedule, there was a lively discussion, which ended in these suggestions being given to our Councillor so that he would be able to work to get a better schedule. Amendments dealt with ALL minimums, heavy schools, and a motion that teachers should be able to discuss, and approve, of the new schedule before it is accepted. Informal talk about the Christmas Exercises was interwoven into the general conversation.

Next place of meeting—Mr. Henry Chaba's home, teacher of Eastgate School, 2nd Wednesday of January (9th).

We would like to meet the other teachers of schools in the vicinity, who, we are sure, would help to broaden our outlook of these vital topics to all. The culmination was, as usual, a most tempting lunch served by Mrs. Chaba, which was enjoyed by the teachers present.

RIMBEY

A reorganization meeting of the Rimby Sub-local was held in the Rimby School, November 17, with twelve teachers present. The following officers were elected for the year 1945-46: President, Mr. Winiarski; Vice-President, Mrs. Calwell; Secretary-Treasurer, Mr. Carr; Press Correspondent, Mrs. Kennedy.

The plans for the year were discussed and the following program was approved: December: Homework—Mr. Winiarski.

Hostesses—Mrs. Wiley and Miss Green. January: Social Studies in Division III—Mr. Collins.

Hostesses—Miss Diggle and Miss Ingram. February—Enterprise in Division I—Mrs. Sylvester.

Hostesses—Miss Harmon and Mrs. Sylvester.

March: Science in Division III—Mr. Bazant.

Hostesses—Miss Hawking and Miss Erickson.

April: English Grammar—Miss Diggle.

Hosts—Mr. Bazant and Mr. Winiarski.

May: Music—Mrs. Kennedy.

Hosts—Mr. Collins and Mr. Carr.

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June: Book Reviews—Miss Harman and Mrs. Wiley. Meeting to be held at the Kennedy cottage at Gull Lake, with Mrs. Calwell, Mrs. Stewart and Mrs. Kennedy acting as hostesses.

The December meeting of the Rimby Sub-local was held on the first Saturday of the month with the newly elected president, Mr. Winiarski, presiding and sixteen members in attendance. A lengthy discussion on "Home-work" was directed by Mr. Winiarski, after which a social hour was spent, with Mrs. Wiley and Miss Green acting as hostesses.

ST. MICHAEL

A reorganization meeting of the St. Michael Sub-local was held in St. Michael School on Wednesday, Oct. 12th. The following officers were elected for the year: President, Mr. A. Hushlak; Vice-President, L. J. Bahry; Sec.-Treasurer and Press Correspondent, Miss R. A. Serink; Nominating Committee Member, Mr. H. Topolnitsky; Member of Auditing Committee, Mrs. H. Hamaluk. The next meeting was to be held at Sheptycki School on Dec. 5th.

The second meeting of the St. Michael Sub-local was held in Sheptycki School on Dec. 5th. Mr. Hushlak made a report on the revised salary schedule for the Lamont School Division. Committees were formed to make Comprehension Tests in Reading in Divisions II and III, School Festivals and the Field Day were discussed. A Social Committee, consisting of Mr. Fedoruk, Mr. Bahry, Mrs. Proniuk and Miss Ozubko, was elected. The next meeting will not be held until February, the date to be decided later.

STONY PLAIN

The Annual meeting of the Stony Plain Local was held in the Masonic Temple, Edmonton, on Friday, Oct. 26. The following slate of officers was elected for the year 1945-1946: President, Mr. Ray Ohlsen; Vice-President, Miss Alice MacMillan; Secretary-Treasurer, Mr. Harold Andersen; Press Correspondent, Miss Anna Spady; Salary Schedule Convener, Mr. Ray Ohlsen; Councillors to A.G.M., Mr. R. C. Ritchie, Mrs. D. Thomson, Mr. John Overbo.

The first Local A.T.A. meeting was successfully held in the A.T.A. Office, Edmonton, on Saturday, December 1st. The discussion included Track Meets and Musical Festivals.

SWALWELL-ACME

A successful meeting was held on Wednesday, November 28th, in the Acme High School, with eleven teachers present. During the business session, the following items were discussed: the need for a separate room for Shop and Home Economics teachers at Fall Conventions; that grants to all active Sub-locals be continued; the obtaining of a charter for the newly organized Swalwell-Acme Sub-local. The Councillor was instruc-

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ted to bring the first two items before the next executive meeting.

Following the business discussion, Mr. R. M. Ward presented a comprehensive report on salary schedules, which was followed by a lively discussion.

A very interesting panel discussion by the seven Grade XI pupils of Acme High School on the need for recreational facilities was presented. They dealt with the topic in a very practical and businesslike manner.

It was decided to hold the next meeting on the last Wednesday in January in Swalwell. After the meeting, all retired to the Home Economics room where lunch was served by the Acme teachers.

VERMILION

The Vermilion Sub-local was reorganized at the Convention in October, and began functioning again in November. Our President is Mr. Frank Walker of Vermilion; Vice-President, Lewis V. Smith of Vermilion; and our Secretary-Treasurer, Miss Margaret Barr, of Bowtell School.

At our opening meeting on November 10, a discussion of profitable subjects for study led to that of English Language. Mr. Lawrence Bussard, Principal of the High School here, pointed out that on the basis of certain tests our students were away below the

norms based on over ten thousand students in the Midwestern States. A discussion followed bringing out the various theories of those present for the causes of this.

Mr. L. H. Bussard, Principal of the Vermilion High School, spoke to us on the new subject of Guidance. Mr. Bussard was enthusiastic for the subject, having attended the University of Minnesota last summer for courses in Guidance. Mr. Bussard displayed a large number of tests by which knowledge is gained of a student's aptitudes. In applying these at the Vermilion High School, he had discovered that several students had aptitudes of a high degree where nobody had previously noticed them. The aim of Guidance is to enable students to make their choices of life occupations based on knowledge of their capacities rather than on chance and guesswork. The teachers thanked Mr. Bussard for his fine talk on this subject of which he is one of the pioneers in Alberta.

VILNA-SPEDDEN

The third regular meeting of the Vilna-Spedden Sub-local was held on December 7 in the Home Economics room of the Spedden school. Two welcome guests who contributed not a little to the social activities and discussions were V. Krupchenko, B.A., of Warapite, and Miss C. Faryna, District Home Economist, of Willingdon. Mr. W. Strashok reported on recent salary negotiations, and the President, Mr. J. T. Bullock, reported as Councillor. Mr. M. Jampolski, as usual, enlivened the discussions. After the question box was disposed of by open forum, the ladies served a delightful lunch. The members unanimously supported the motion to hold the next regular meeting at the same place and hour on January 11th.

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